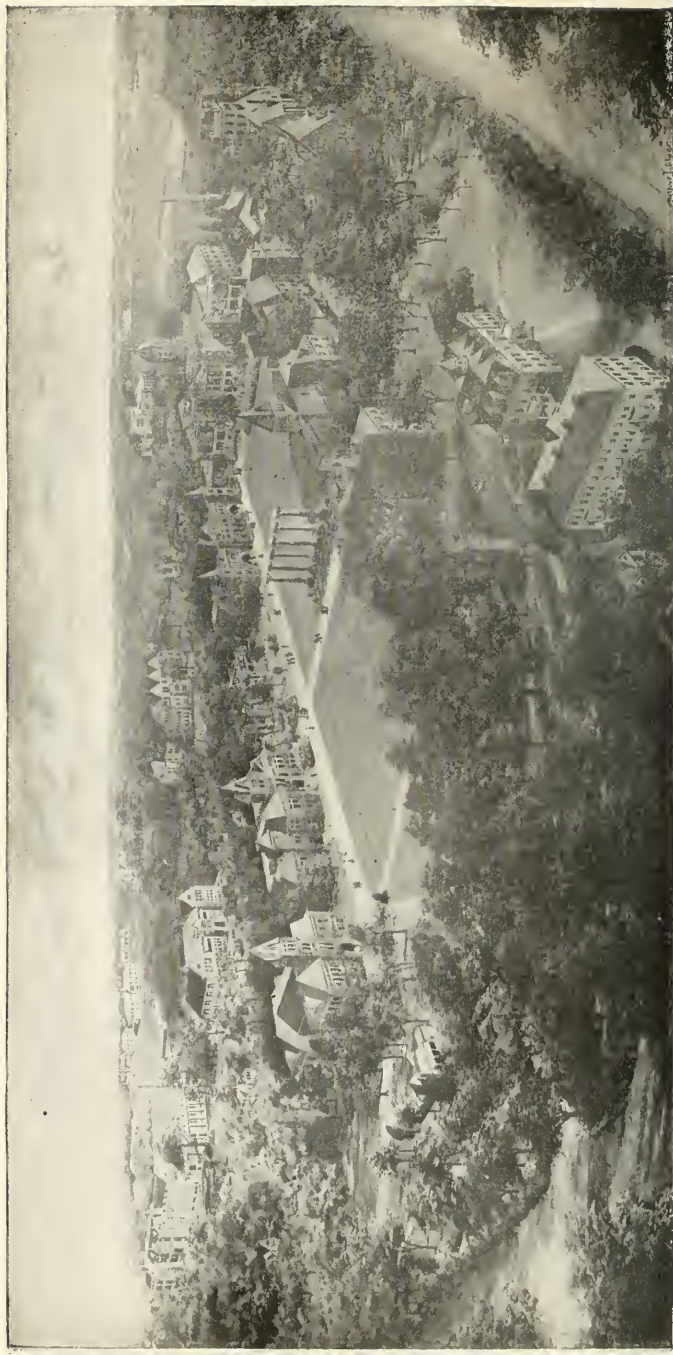


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EDUCATION

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Bird's-eye view of University of Missouri.

A HISTORY
OF
EDUCATION IN MISSOURI

THE ESSENTIAL FACTS CONCERNING THE
HISTORY AND ORGANIZATION OF
MISSOURI'S SCHOOLS

BY
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To All Missouri Teachers, Past and Present.

PREFACE.

This volume is presented with the hope that it may serve to bring about a better understanding and appreciation of Missouri Schools. It is also hoped that it will help in the solution of our educational problems. It is believed that teachers and school officers may read with some profit the vital facts concerning the history, growth and present organization of our schools.

No effort has been made to exhaust the subject, because the author has been interested in setting out the essential facts in the history and organization of the schools of the State, consequently no effort has been made to give an elaborate or detailed treatment of the vast body of material available.

The material has been selected with some care from many sources; the laws relating to schools, the Reports of the State Superintendents, the files of old School Journals, the published histories of the various institutions in the State, the catalogues of the important Normal Schools, Colleges, etc., the published reports of City systems and private letters.

No detailed reference list has been offered largely because the books would not be available for the general reader, and the usual footnote has been purposely avoided. No statement of serious import has been made without some documentary authority for it, and the author has quoted from the various sources mentioned above with great freedom. Some repetition has been unavoidable, because of the lack of system among our

schools which made it necessary to present the same material in two chapters in order that the historical setting should be preserved.

Of course the author claims no particular credit for the organization or material used in the book and he realizes fully that there is much room for improvement in its organization particularly.

It was the original purpose of the author to present illustrations covering the various phases of Missouri's schools. In this he was disappointed in not being able to secure enough illustrations to represent the schools of the State, consequently it seemed best not to offer any illustrations at all.

It affords me pleasure to acknowledge the help which has come from many of my colleagues in the Faculty of the Warrensburg State Normal. Some of the members of which have contributed directly to the book by reading chapters and offering helpful criticisms. Among those who have rendered this service may be mentioned President Hawkins, Messrs. W. E. Morrow, C. H. McClure and George R. Johnson.

The author is under obligations to the Presidents of the Normal Schools, the Presidents of the institutions of the College Union, the Superintendents of the special schools; to Superintendent James M. Greenwood, Professor J. D. Elliff and Mr. Frank Barton for courtesies in furnishing material. I desire to express my appreciation also for the contribution made by my Seminar in the "Supervision of Instruction" by helping to collect material for class purposes in our Summer School in 1910.

I am under special obligations to the Hon. H. A. Gass for the use of the records of the office of the State Superintendent, also for the major part of the Chapter on Teachers' Associa-

tions. This material had been collected by him for other purposes and some of it has been published before, however not in so complete a form as is here presented.

My wife rendered valuable service in reading all the Chapters trying to eliminate the grosser errors in English.

Finally, I am under great obligations to Professor E. L. Hendricks, Head of the Department of History in the State Normal, for reading all the proof and offering many helpful criticisms on the manuscript.

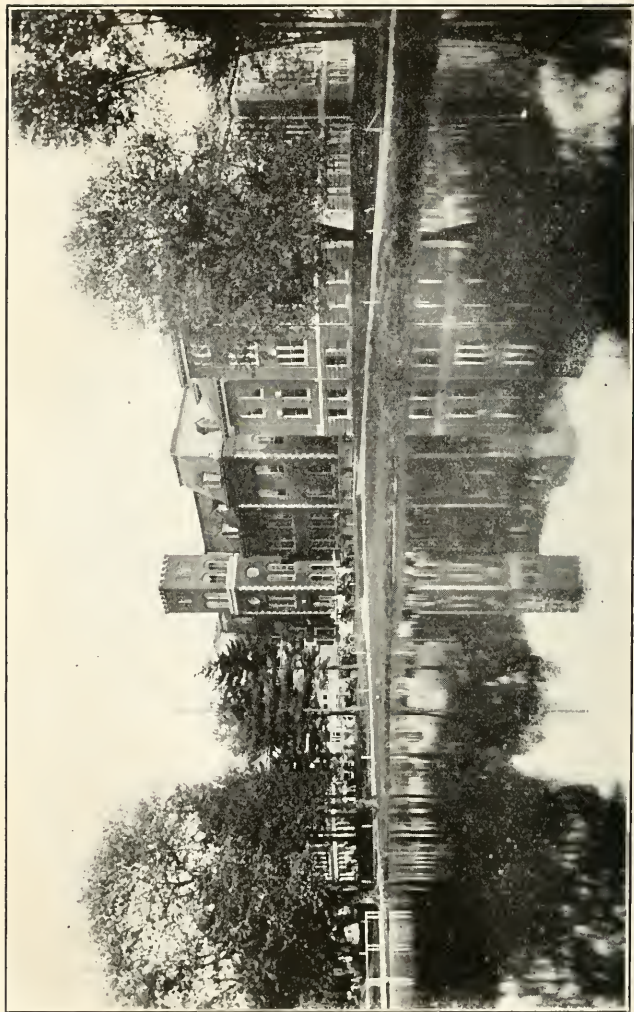
C. A. P.

Warrensburg, Missouri, January 2, 1911.

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Kirkville Normal School.

CHAPTER I.

ELEMENTARY SCHOOLS.

I. INFLUENCES IN THE FORMATION OF THE SCHOOL SYSTEM.—It is an admitted fact that no less than three distinct influences may be observed in the early efforts to secure for the State some form of a school system. It is true these influences cannot be traced with great historical accuracy, nor is it possible to follow them in any considerable detail. So it seems best to set them out in the beginning of the chapter and refer to them from time to time in the discussion.

(A) New England Influence.—In New England the town or township organization very generally predominated; consequently those people, who came to Missouri from any of the New England States, brought with them the general notion of this type of organization for political and school purposes. The State and the Church were both interested in education, but only the State set off its areas for educational purposes with great definiteness, and wherever the New England influence prevailed we find this township organization being used.

(B) The Southern Influence.—A second considerable factor in the development of Missouri Schools during the early period resulted from the fact that colonists came from

Southern States, where wealth was in the hands of the few and where occupations and natural conditions tended to make a scattered population. In such a sparsely settled region free public schools organized with small areas for administration are impossible, consequently we find a system of private schools being supported by a few individuals who are able to pay for them. This system was transplanted to Missouri along with the settlers who came from such States as Virginia and Kentucky. The institution in Missouri was usually called an Academy and was located in the more populous centers only. Another ideal was brought along at the same time, that of employing a private tutor in one or more wealthy families.

(C) Jefferson's System.—The third influential factor in the establishment of schools comes from the ideas of Thomas Jefferson, who had worked out for Virginia an elaborate educational scheme. He believed profoundly in the principle that the State should become responsible for the education of all its citizenship as a political expedient, and his ideas embraced a complete system from the primary grade up to the University. So thoroughly were his ideas prevalent that we find them elaborately incorporated in the Geyer Act of 1839, when the Missouri Legislature made its first important effort to give Missouri a complete school system.

II. TYPES OF EARLY SCHOOLS:

(A) First School.—As early as 1774 we find a school in the City of St. Louis taught by one J. B. Tribeau. It seems possible that this is the first school established within the territory which is now Missouri, and it is generally conceded that this man remained in the same place and conducted a

school for about forty years; in fact, this seems to have been the only school in St. Louis and he the only teacher during most of that long period.

(B) The Academy.—We have already referred to the Academy as coming from those settlers who came from Virginia and Kentucky. It may be true also that the New Englanders helped to disseminate the Academy idea. At any rate the Academy was the earliest general type of schools established. It is true that the Academy was not primarily an elementary school, at the same time the early Academies all had a Junior branch in which the elementary subjects, such as Reading, Writing, Ciphering and Spelling were taught, and sometimes both Grammar and Geography were studied by exceptional pupils. It is estimated that no less than one hundred ten Academies were chartered by the State before 1875, and probably as many more were established without any charter from the State.

(C) Subscriber or Subscription Schools.—This type of school originated out of the necessity of the case where small groups of families formed themselves into a sort of voluntary association for the purpose of educating their children. In general some trustee was elected by the group to secure a teacher and provide a room for the sessions of the school. The school was supported by each parent paying so much per child, the fees being collected by the teacher. In addition to the fees the teacher usually boarded a week or longer in each of the families sending children to the school. Such schools usually were conducted not more than three or four months at a time and then usually in the winter; however, it was not unusual for a spring school to be held

for two or three months, so that the very small children might attend. This plan was carried on in many sections even after the territory became a State; in fact, a good many of them are found up until 1839. The reason for such an organization is plain, because the moneys from the public lands were not yet available and no provision of any kind was made for direct taxes on the property of the people, and even if there had been, the property values were too small to support a school. The course of study in these schools was practically the same as that we have noted above for the Academy.

(D) The Governess.—Another form of school was that conducted in the household when some cultured woman was secured to have charge of the children and teach them the ordinary branches of the elementary school. Usually she was treated as if she were a member of the family and for this service she received a small salary, many times not more than ten or fifteen dollars per month. It was not unusual for two or three families to join in the formation of such a school. This could happen, of course, only when they were not too far apart and when the parents had the same ideas about the training of their children. This school was one of the very earliest in point of time, and many such were kept up in the large wealthy families of the State even till the Civil War, and in a few cases we find them after the War.

(E) Parochial Schools.—This type of school was organized in connection with the Churches and was usually in charge of the Pastor. Some such schools were established by the Protestant denominations, but more of them were created by the Catholics. As is well known, this type of school has continued to the present day; in fact, in nearly all the towns

and cities of the State we have well organized schools on this plan and in the great cities of this State many thousands of children attend only the Parochial Schools. In the City of St. Louis alone at present more than 22,000 children attend the schools in the system conducted by the Catholic Church.

✓ III. LEGAL ENACTMENTS IN TERRITORIAL TIMES:

(A) **Act of 1808.**—The first bit of legislation concerning schools was enacted in 1808 by the “Territorial Legislature of Louisiana” on June 21st, when the Legislature sitting in session at New Orleans passed an Act Incorporating St. Genevieve Academy. This was the first legally organized school in the Territory which is now Missouri. The Act provided for a Board of twenty-one Trustees, who were authorized to receive donations for the endowment of the school. The principal provisions were that the “poor” and Indian children should be taught *free*; that Theology should not be taught and the Elements of the French and English languages should be taught at all times. The elementary subjects mentioned in the paragraph above were included in the curriculum of this school. No provisions of any kind were made for raising money by taxation, the school having to depend on donations and tuition for its support.

(B) **Act of 1812.**—The Act of 1812, passed by the Congress of the United States which created Missouri into a special Territory said, “Schools and the means of education shall be encouraged and provided for from the public lands of the United States within the Territory as Congress may direct.” It will be remembered that for eight years Missouri remained a separate Territory under the direction of Con-

gress; however, practically nothing was done in the matter of establishing schools and providing for their support as had been suggested in the Incorporation Act.

(C) **St. Louis Incorporated.**—During the above mentioned period, June 30, 1817, St. Louis was incorporated into a special school district with seven Trustees to manage its affairs, and Congress donated some valuable land to the district, taking it from the United States Common Lands within and near the town. These lands were managed badly, consequently only a very small income came to the district from them and the schools established by the town really made very small headway for a long time, because no means of taxation had been provided and private donations were too small and uncertain to offer anything like adequate means for the support of the schools.

(D) **Academies Established.**—During this Territorial Period several Academies were established by legislative enactment, but it is not necessary to go into detail about them. It is worth noting that a few of these Academies were organized in such a way that some support came from the proceeds of the public lands.

✓ IV. MISSOURI ADMITTED INTO THE UNION:

(A) **Constitutional Provisions for Schools.**—In 1820, when Congress framed the Act authorizing the formation of a Constitution for Missouri, it was declared that, "Schools should be forever encouraged in the new State," and that "The Legislature shall take steps to preserve from waste or damage such lands as have been or shall hereafter be granted for the use of Schools." The Act further provided that "One or more Schools shall be established in each Congres-

sional Township as soon as necessary, and the children of the poor shall be taught free.”

1. *Township Organization.*—From the above provision came the Township organization as the State settled up. These Townships were marked out as the different Counties were organized, and from 1835 till 1853 this was the unit for school organization. There was no central control vested in the County anywhere, and each Township was under the complete control of School Inspectors, who were also called “Directors.” The Township Commissioner and Inspectors employed and examined teachers and visited the schools, but this service was performed in a most perfunctory manner, for no one failed in the examination, and the visitation of the Inspector, even when made, was of very small value. In 1853 the Township organization was very much modified because of the provision being made for a County School Commissioner who was to have an oversight over all the schools of the County. This organization existed until 1867, when the Parker Laws re-established the Township organization; however, these laws were repealed in 1872, when the present District System was inaugurated. It is very evident that the Township Organization, as mentioned above, is one of the distinct New England ideas which persisted with some modifications until 1874, when the whole scheme of education was largely democratized.

2. *Sixteenth Section Set Apart for Schools.*—The same Act of Congress which admitted Missouri into the Union also set apart every sixteenth section of land throughout the State, together with seventy-two sections of Saline lands, for school purposes. This made a grand total of 1,254,200 acres of land, which laid the basis for the formation of Missouri’s school

funds. The land had to be sold and the proceeds invested before any available income could be secured for the use of the schools.

3. *Slow Progress of Schools.*—During the period from 1820 to 1833 there had been established about fifty schools somewhat similar to that mentioned for the City of St. Louis, but no real system of free schools had yet made its appearance. These schools which had been established had to depend wholly upon private endowment and private support in the form of donations, fees and tuition, consequently the development was very slow.

✓ V. EARLY STATE EFFORTS:

(A) **The Act of 1825.**—The first important Act passed by the Legislature of the State on the subject of Education was approved on January 17, 1825. This law provided that each Congressional Township should form a school district to be under the control of the County Court in matters relating to schools. It also provided that all rents from school lands, fines, penalties and forfeitures should be set apart and used exclusively as a school fund.

(B) **The Act of 1833.**—On January 26, 1833, the Legislature passed an Act authorizing the Governor to appoint three suitable persons as a Committee to formulate a system of common and primary schools. Governor Dunklin appointed Joseph Hertich, John J. Lowery and Abel R. Corbin a Committee to carry out the provisions of the Act. This Committee met in Jefferson City in the Fall of 1834 and prepared an elaborate report which was made to the Governor in that same year, and through his strenuous efforts it was finally adopted by the Eighth General Assembly at its session in 1835.

(C) System Proposed by Act of 1835.—The system as proposed by the Act of 1835 embraced the following important provisions:

1. The Governor, Secretary of State, Auditor, Treasurer and Attorney-General were constituted a Board of Commissioners for literary purposes. This is the organization of a State Board of Education.

2. Schools should continue at least six months in each year.

3. The expenses of the schools were to be paid out of the School Funds of each County.

4. The people of each County, by a two-thirds majority vote, might tax themselves three and one-third cents on each hundred dollars for school purposes.

5. It provided for a Board of three Trustees for each District, who were to have power to employ teachers, appoint visitors and make all needful arrangements for the school.

6. The subjects to be taught were Reading, Writing, Arithmetic, Geography, English Grammar and such other branches (Theology excepted) as the funds might justify.

(D) Saline Act of 1837.—The General Assembly of 1837 provided for the investment of the Saline Land Fund, together with the United States Revenue Fund, in Missouri Bank stock, thus making available the first income from the School funds; however, it was to be used only when the Funds amounted to \$500,000.00. The Funds did not reach this sum till 1842, when sixty cents per pupil was made by the first apportionment to thirteen Counties in the State.

(E) A System Established in 1839.—It may be said that the Missouri School system really has its origin in the leg-

islative enactments of 1839. At this time the common school fund, the county school fund and the township school fund were constituted, and permission was granted again for the sale of the sixteenth section. Here we have the important permanent school funds of this State constituted. By this Act the office of State Superintendent of Common Schools was first created. The law provided that he should be chosen by joint ballot of the Senate and House of Representatives for a term of two years. The Superintendent was required to distribute the State School moneys among the several counties of the State where public schools were maintained. The law required that this distribution be based upon the number of white children between the ages of six and eighteen years.

(F) The Act of 1853.—The next important school legislation occurred in 1853, when the school laws were thoroughly revised. A brief synopsis of that legislation may be made as follows:

1. The school system had for its head a State Superintendent, whose duties were to look after the general interests of the schools in the State. He was to be elected bi-ennially by the people.

2. Each County had a County Commissioner of Common Schools, whose duty it was to examine teachers and grant certificates of qualification, apportion the school moneys of his county, call meetings of the voters when necessary, and visit the schools.

3. Each Congressional Township was again constituted a school township, which could be divided into as many districts, not exceeding four, as the inhabitants desired.

4. Each district was under the control of three Trustees, who were to employ teachers, levy taxes, rate bills, etc.

5. Twenty-five per cent. of the State revenue and the dividends arising from the funds invested in the Bank of the State of Missouri were to be apportioned annually by the State Superintendent to the several Counties in proportion to the number of children in each, between the ages of five and twenty years. These funds, together with the County funds composed of the interest upon the moneys arising from the sale of the sixteenth section, the fines, penalties, etc., accruing to the income and the income derived from the proceeds of the swamp and overflowed lands, constitutes the amount annually appropriated for the payment of teachers' wages, and is divided among the school districts in proportion to the number of children in each.

6. Definite provision was made in these laws for orphans and the children of indigent parents to attend the schools free.

7. *Elaborated Course of Study.*—The State Superintendent, in a circular dated September 20th, 1855, advocated a uniform course of study for elementary schools. The circular, in addition to making an effort to establish a system of graded elementary schools, suggested the text-books to be used in connection with the course of study. In as much as this is the first attempt at uniformity in the matter of curriculum and text-books, it seems worth while to quote in some detail from this circular. It is very interesting to note that in the general directions of the circular, Superintendent Davis insisted upon a total abandonment of "loud studying," or the "swinging and singing" process of "getting lessons." The Course of Study is as follows:

(a) *First or Infants' Class.*—"This class, as a general rule, should be taught by a Lady. It should be taught the

alphabet and first lessons in orthography and reading. Its hours should be beguiled and made as pleasant to the child as possible, and, for this purpose, I would insist upon the cultivation of vocal music as an exercise admirably adapted to relieve the mind of the young beginner, and excite interest in his school. Indeed, music should, as far as practicable, be continued throughout the entire course. As text-books for this class, I recommend: English Spelling Book, by David Price. The Word Builder, by R. G. Parker. First Reader, by R. G. Parker.

The little book called 'The Word Builder,' I cannot commend too highly. It is fascinating to the young mind, and familiarizes the child with the most important features of Articulation and Orthoepey. From the three words, A, I and O, in the English Language, there are about sixteen other words which are formed by *affixing*, and about eight more by *prefixing* a single letter. These words form the second lesson to be taught; and, so soon as the little learner is able to read these words of two letters only, A Reading Lesson, adapted to his capacity, and composed solely of these words of two letters, is presented. Thus proceeds the 'Word Builder'—a *gem* for the child."

(b) *Second Class*.—"In this class, instruction should be continued in Orthography and Reading. Writing should be commenced. The Elements of Mental Arithmetic and Geography should now receive attention. The text-books recommended in this class are: Price's Spelling Book (continued), Parker's Second Reader, Parker's Third Reader, Davies' Primary Table Book, Davies' First Lessons in Arithmetic and Monteith's Primary Geography. No 'system of penmanship' is recommended, because it is believed that the pupil

will improve better in writing, where the teacher writes each copy himself."

(c) *Third Class*.—"Orthography, Reading, Writing, Mental Arithmetic and Geography should be continued in this class. Written Arithmetic, Dictation Exercises, English Composition, Declamation, English Grammar and Juvenile Natural Philosophy should now be taken up. The following text-books are preferred in this class: Webster's School Dictionary, Parker's Fourth Reader, Davies' Intellectual Arithmetic, Davies' School Arithmetic, as far as to the end of Decimal Fractions, Northend's Dictation Exercises, Brookfield's First Book in English Composition, Northend's Little Speaker, Monteith's Youths' Geography, Butler's Grammar, Parker's Juvenile Philosophy (Parts first and second). The room in which this class, as well as all the classes of the higher grades are taught, should be furnished with a blackboard extending around three sides of the room."

(d) *Fourth Class*.—"Orthography, Reading, Writing, Mental Arithmetic, Written Arithmetic, Geography, English Composition, English Grammar, Declamation and Natural Philosophy should be continued. This class is now prepared to undertake, in addition to the above named studies, the study of History, Philosophy, the Analysis of Derivative words, the Introduction to the Sciences and Algebra. The text-books suitable to be used in this class are Webster's School Dictionary, Parker's Fifth or Rhetorical Reader, Davies' Intellectual Arithmetic, Davies' School Arithmetic (Completed), McNally's Quarto Geography, Quackenboss' First Lessons in English Composition, Zachos' New American Speaker, Butler's Grammar, Parker's Compendium of Natural Philosophy, Willard's School History of the United

States, Cutter's Physiology, Town's Analysis, Chambers' Introduction to the Sciences, and Davies' Elementary Algebra, as far as Quadratic Equations."

(e) *Fifth, or High Class*.—"We would continue in this class the study of Orthography, Reading, Writing, Mental and Written Arithmetic, English Composition, Declamation, English Grammar, History and Algebra. This class is now prepared to study, in addition to the above branches, Chemistry, Geology, Mineralogy, Geometry, Surveying, Rhetoric, Intellectual Philosophy, Logic and Astronomy. The text-books recommended are: Webster's Academic Dictionary, Clark & Moffat's History of England (to be used as a reading book), Davies' Intellectual Arithmetic, Davies' University Arithmetic, Quackenboss' Advanced Composition and Rhetoric, Zacho's New American Speaker, S. W. Clark's English Grammar, Willard's Universal History in Perspective, Davies' Elementary Algebra (completed), and Davies' Bourdons' Chemistry, Hitchcock's Geology, Davies' Legendre's Geometry, Davies' Surveying, Newman's Rhetoric, Rev. Asa Mahan's Intellectual Philosophy, Whately's Logic and MacIntyre's Astronomy."

That this astounding course of study and long list of text-books was taken with a considerable degree of seriousness and that some effort was made to put them into the schools is evidenced by State Superintendent W. B. Starke's Circular to "School Commissioners, Trustees, Teachers, Parents and all others interested," issued October 1st, 1858. In this circular he seems to take for granted the subjects of the course of study, but recommends a different list of books to be used in the "Common Schools" of the State, as follows:

ALPHABET, SPELLING, READING, ETC.

MCGUFFEY'S.

Primary School Charts. 6 Nos.

New 4th Eclectic Reader.

Eclectic Spelling Book.

New 5th Eclectic Reader.

New 1st Eclectic Reader.

New 6th Eclectic Reader.

New 2nd Eclectic Reader.

New High School Reader.

New 3rd Eclectic Reader.

New Eclectic Speaker.

Northend's Speakers; Webster's Definer; Webster's Dictionaries; Northend's Dictation Exercises. Tracy's Historical Reader.

ENGLISH GRAMMAR.

Pinneo's Primary, for Common Schools. Pinneo's Analytical, for Academies.

Pinneo's English Teacher, The Analysis of English Sentences.

ARITHMETIC.

Ray's 1st Book, Primary.

Ray's Higher, for Advanced Students in

Ray's 2nd Book, Intellectual.

Arithmetic.

Ray's 3rd Book, Practical.

Kerl's Intellectual.

ALGEBRA.

Ray's 1st Book, Elementary.

Ray's 2nd Book, Higher.

Davies' Algebras.

Geography, History, Philosophy, etc. Monteith's and McNally's Geographies; Willard's Histories; Parker's Philosophy; Porter's Chemistry; Smith's Astronomy; Tracy's School Manual and Juvenile Harp.

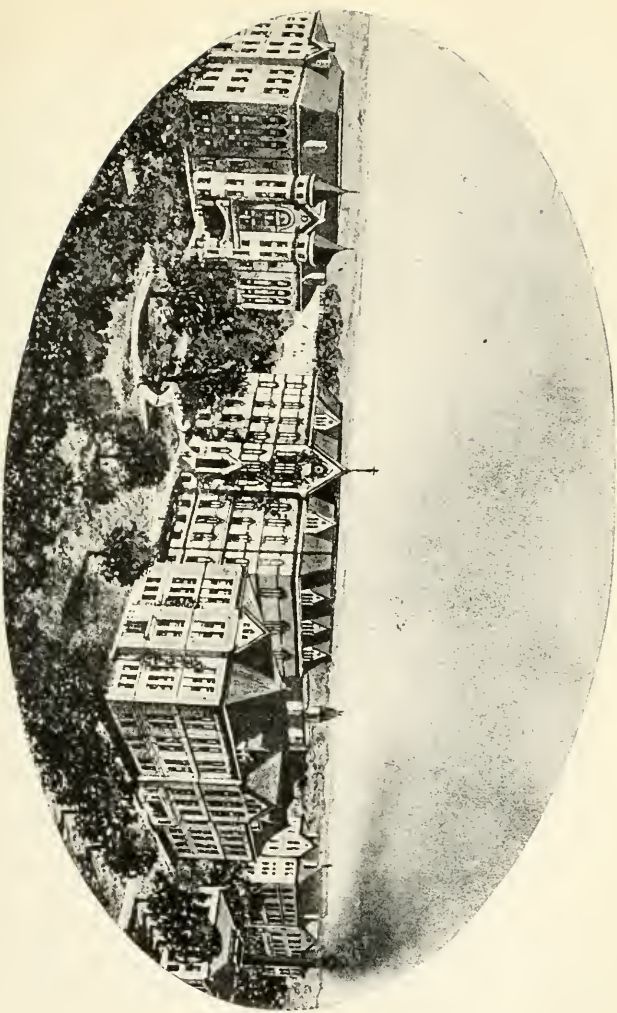
These early efforts at uniformity of course of study and text-books did not bear very much fruit, because the schools were never organized in such a way as to carry out the provisions of the circular. Then the Civil War came on very soon and brought chaos to all school conditions; However, Superintendent Parker, during his administration, offered some suggestions for uniformity, but the revision of 1874 put such matters wholly in the hands of the local school authorities. Some agitation was continued during the labors of Shannon, Coleman and Wolfe, during whose administrations the "Committee of Six" prepared a course of study for the Common schools, but very insignificant results came from their efforts. During Superintendent Carrington's administration a very complete course of study was published. The fact that State-

wide uniformity of text-books had been adopted during Superintendent Wolfe's administration somewhat simplified the matter of getting a State course of study, consequently the course prepared by Mr. Carrington and others, having been revised, was taken up and used by many of the elementary schools; meanwhile, it remained for County supervision, in 1909, during Superintendent Gass' administration, to secure the actual adoption of this course of study.

8. *Number of Districts, Enrollment, etc.*—By 1853 about twenty-five hundred school districts had been formed, and there were enumerated nearly three hundred thousand children of school age. One striking thing, however, to be noted, is that not more than one hundred twenty-five thousand children were in attendance, including all grades of school work, in the public schools of the State. One interesting fact to note at this time is that there were four times as many men teachers as women.

9. *Defects of the System.*—The serious defect of the system inaugurated by the laws of 1853, and, for that matter, the laws of 1839 as well, was the lack of legal authority for a direct tax on property for school purposes. The only way to raise money by direct taxation was to have the proposition voted on by the County, and even then a two-thirds vote must be cast in favor of the proposed tax before it could be levied. This defect was really fatal to the system, for it was impossible to carry out the scheme as proposed without revenue other than that which came from the interest on the school funds of the State.

✓ **VI. THE CIVIL WAR PERIOD.**—The next period embraces the Civil War and is a dark one for the infant sys-



Warrensburg Normal School.

tem of public schools. The apportioning of public money was suspended for practically the entire period, and nearly all of the public schools were closed in 1861. The school money was diverted from its proper use and in some instances lost, school buildings were destroyed or seriously damaged. The office of State Superintendent was once more suspended and the beginnings of a school system completely disorganized. In some localities thrifty farmers maintained schools for three or four months in the year by forming a sort of a community and apportioning the expenses among themselves. In a few towns an effort was made to keep up the schools, but in a general way they were failures, so that private schools had to be established on a tuition or subscriber basis.

✓ **VII. THE CONSTITUTION OF 1865.**—In 1865 Missouri adopted a new Constitution and under it enacted some very important School Laws, which were never carried out and were really destined to a short life.

(A) State Superintendent's Office Re-established.—These new laws re-established the office of State Superintendent, and J. H. Robinson was elected for the position; however, he refused to qualify on account of the Test Oath, and T. A. Parker was appointed to the office.

(B) The Parker Laws.—Under Superintendent Parker's administration the General Assembly passed a set of laws usually known as the "Parker Laws," which embraced a very elaborate scheme for a school system, very much like some of the most advanced organizations of the most ideal systems of the present. Superintendent Parker, in his Annual Report for 1867, says the prominent features of the system are:

1. "It commands, as a solemn duty, the maintenance of

free schools in every inhabited portion of the State, and enforces this command with appropriate sanction."

(a) *Township Organization*.—The law provided that the people of any Congressional Township might, by a majority vote, organize themselves into a school district with full corporate powers. The affairs of the District were to be managed by a Board of three Trustees, elected by the people, whose duty it was to provide as many primary schools in the district as was necessary to accommodate the children. In addition to this, they might establish a central high school for the township in which the more advanced subjects should be taught. The teacher for the central high school was required to have a higher certificate than the ordinary teacher for the primary schools.

2. "It equalizes the burden of its admirable system by a rate of taxation upon all persons and property."

3. "It makes provision for the careful supervision of the schools; dictating the course of instruction to be used; defining the requisite qualifications of teachers, and following them with rigid scrutiny."

(a) *County Superintendent*.—The law provided for a County Superintendent, who had full supervisory powers over all these districts. He must be of good moral character and be a competent teacher. He looked after the County school funds and was required to make certain reports to the State Superintendent. He must hold two Institutes each year in his County and aid in securing uniform text-books for the county.

(b) *Certification of Teachers*.—Before any person was allowed to teach he must take the oath to support the Constitution, and, in addition thereto, be examined in Orthography,

Reading in English, Penmanship, Arithmetic, English Grammar, Modern Geography, and History of the United States. If he was to teach in the central high school, he must take an examination in the Higher Mathematics and Natural Sciences. The primary certificate had a time limit from six months to one year, while the higher class certificate was valid for a period of two years. Both of these certificates were valid only in the County where they were issued.

4. "It authorizes, by special act, the establishment of graded schools of a high order in cities, towns, villages and country districts."

5. "It requires public schools of all grades to be absolutely instituted for the free education of the colored children of the State."

(C) Failure of the System.—Under these laws some Counties built up excellent schools, but many did practically nothing. The system was too theoretical and centralized to receive the support of the people. The State was just recovering from the dreadful chaos of the Civil War, and sentiment had to be molded all over for a public school system; the strife, resulting from the war, made a unified sentiment for schools or anything else well nigh impossible. The entire system was so thoroughly discredited that it had to be completely revised in 1874. Superintendent Parker was succeeded by Ira Divoll of St. Louis, who soon resigned and was succeeded by John Monteith, who served until 1875.

(D) The Revision of 1874.—Near the close of Monteith's administration in 1874 a very radical revision of the Parker Laws was made by the General Assembly. The provisions of these laws practically formed the basis of the pres-

ent system. The following are the important provisions of the new Laws:

1. *Formation of New Districts.*—All sub-districts under the old law were incorporated into new and independent districts. They were for the first time given a system of numbers to be known as District No.—, Township——, Range——, in County of———. This is the system in use at present except that the General Assembly of 1909 provided that the Districts should be numbered 1, 2, 3, etc., to include all of the Districts in the County. This was done to avoid duplicate numbers and to simplify County bookkeeping.

2. *Board of Directors.*—Each district was to be managed by a Board of Directors, three in number, elected at the annual meeting, to serve for a term of three years. This provision did away with the scheme of township organization, for the Board of Directors made all reports directly to the County Officers.

(a) *Origin of Board of Directors.*—A local Board of Directors was first proposed in the laws of 1835, and such a Board was in control of the sub-districts under the laws of 1839. Their powers were somewhat elaborated in 1853, but the Parker Laws of 1867 again minimized their powers. As noted above the revision of 1874 made them the peoples' organization for the control of each local school, and now they have the following powers and duties:

(a-1) Power to elect their own officers, President, Vice-President and Clerk. They must meet and elect the President within four days after the annual meeting, and the Clerk must be elected on or before the fifteenth of July of each year. No member of the Board may receive any compensation for the performance of his duties as a Director.

(a-2) They have power to fill vacancies till the next annual meeting.

(a-3) They are intrusted with the care of all the school property.

(a-4) They have full power to make all needful rules and regulations for the organization, grading and government in their school district.

(a-5) They have power to suspend or expel a pupil for conduct tending to the demoralization of the school, after notice and a hearing upon the charges preferred.

(a-6) They have power to admit non-resident pupils and prescribe the tuition fee for the same.

(a-7) They have power to make contracts with legally qualified teachers, after they have been duly elected by the Board.

(a-8) It is their duty to visit the schools under their care.

(a-9) They must take or cause to be taken the enumeration of all persons over six and under twenty years of age, resident in their district, designating male and female, white and colored, and the age of each, together with the full name of the parent or guardian of each child enumerated. They must also enumerate all blind and deaf and dumb persons of school age within the district, in the same manner as the other children. These lists must be taken between the thirtieth day of April and the fifteenth day of May in each year and forwarded to the County Clerk.

(a-10) They are also required on or before the fifteenth day of May in each year, to send to the County Clerk a careful estimate of the funds necessary to sustain the schools of their district as required by law, or if a longer term was voted

at the annual meeting the amount necessary to maintain that term. In case a site has been bought or buildings are to be erected or indebtedness of any kind must be paid or the interest on the same, the estimate with the rate required to raise each amount shall be included in the estimate.

3. *Annual Meeting.*—Each school district is required to hold an annual meeting on the first Tuesday in April of each year. Said meeting to begin at two o'clock p. m. unless some other time of the day had been designated at the last annual meeting. This meeting has power to (a) Elect Directors; (b) Determine the length of school term in excess of four months; (c) Levy not to exceed one per cent. of all taxable property for school purposes; (d) To devote not to exceed twenty dollars for library purposes, and a few other privileges pertaining to buildings, selection of school sites, determining of school boundaries, etc. These powers have been expanded till under the Revised Laws of 1909 we have the following powers given the annual meeting.

(a) To organize by the election of a chairman and secretary, who shall keep an accurate record of the proceedings of the meeting, which, when duly approved and attested by the signatures of the Chairman, the Clerk shall enter upon the record of the District.

(b) To choose, by ballot, one Director, who shall hold his office for the term of three years and until his successor is elected and qualified.

(c) To fill vacancies, if any, caused by death, resignation, refusal to serve, repeated neglect of duty or removal from the district; and the persons thus elected shall hold their office for the unexpired term and until their successors are elected and qualified.

(*d*) To determine, by ballot, the length of school term in excess of eight months that the public schools of the district shall be maintained for the next scholastic year; also, to determine the rate, if any, in excess of forty cents on the one hundred dollars' assessed valuation to be levied for school purposes, under the limits of the Constitutional provisions.

(*e*) To determine, by majority vote, whether or not the school house of the district may be used during the ensuing year for religious, literary or other purposes, or for the meeting of farmer or labor organizations, secret or otherwise.

(*f*) To decide in favor of, or against any proposed change of boundaries, notice of such changes having been given in each and every district affected thereby in the manner provided by law.

(*g*) To direct the sale of any property belonging to the district but no longer required for the use thereof, to determine the disposition of the same and the application of the proceeds.

(*h*) To designate their choice, by ballot, for a person to fill the office of County Superintendent of Public Schools.

(*i*) To determine, by ballot, the rate to be levied upon one hundred dollars' assessed valuation necessary to purchase a site, erect a school house thereon and furnish the same, as provided for under constitutional limitations.

(*j*) To determine, in districts newly formed, or wherein no school house site has yet been selected, the location thereof, notice having been given in the manner provided by law.

(*k*) To change the location of a school house site when the same for any cause is deemed necessary; provided, that in every case a majority vote of the voters who are resident tax payers of said district shall be necessary to remove a site

nearer to the center of said district; but in all cases to remove a site farther from the center of said district, it shall require two-thirds of the legal voters who are resident tax payers of such school district voting at such election.

4. *Office of County School Commissioner Re-established.*—

In 1853 the office of County School Commissioner was created and re-established in 1872. The revision of 1874 gave to that officer power to examine and certificate teachers, and power to perform certain clerical duties, but without any direct supervisory power. He was allowed a fee of one dollar and fifty cents for issuing a certificate. Certificates were of two classes, valid only in the County where they were issued. The second class required a knowledge of all branches required for the lowest grade under the old Parker Law of 1867 and the additional subject of Civil Government, and was valid for one year. The first grade embraced all subjects required for the old second grade, the natural sciences and physiology, and was valid for a period of two years from date of issue. In general the duties of the County Commissioner remained practically the same till the Institute Laws were enacted in 1891, and then but few changes were made until the County Supervision Law was passed in 1909. These changes will be discussed in their appropriate places later on.

5. *School Board Convention.*—One remarkable provision of this law was that requiring a meeting of the Presidents of all School Boards, rural village or town, at the County Seat on the first Tuesday in January, 1885, and every five years thereafter, for the purpose of agreeing upon and adopting uniform text books throughout the county. The County Commissioner was also a member of this Convention. During Superintendent Coleman's administration, in 1885,

this Law was repealed, leaving all school districts free to select text books for themselves.

6. *Meaning of the Revision.*—When we examine the changes made by this revision it will be seen that this is practically a complete democratization of the schools in that the people are given almost complete control over them. They select the directors, determine the length of the school, levy the taxes, vote levies for school houses and sites and elect the County Commissioner. This, of course, was a re-action against the centralized scheme of the Parker Laws; but, nevertheless, we have spent much time and labor in trying to return to a more central control, and even yet there is much to be done in this matter.

7. *Normal Schools Established.*—It was during Superintendent Monteith's administration that three of Missouri's Normal Schools were established, namely: Kirksville, Warrensburg and Cape Girardeau.

VIII. SUPERINTENDENT MONTEITH'S CHARACTERIZATION OF SCHOOL PROGRESS.—In reviewing the progress of the public school cause, Superintendent Monteith says that public school sentiment has gone through at least three historical phases, namely: (a) "The Period of Unqualified Opposition," (b) "The Period of Aristocratic Tolerance," and (c) "The Period of Qualified Acceptance." It seems fair to say that when he laid down the burdens of Supervision in 1874, the public schools of the State were in the last period he mentioned, and possibly they did not get out of that situation before the end of Dr. Shannon's administration. It may be said, however, that so far as the elementary school is concerned at present that it is in the period of "Unqualified Acceptance," but so much could not be said for the

High Schools, Normal Schools and even the University, as it is doubtful if they are much farther along than the third period mentioned by Mr. Monteith.

IX. THE CONSTITUTION OF 1875.—The next year after the revision above discussed, a new Constitution was adopted by the State, and Article XI of that instrument deals with Education. The more important provisions of which are as follows:

(A) Necessity for Education.—“Section 1. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this State between the ages of six and twenty years.”

(B) Distribution of Funds.—“Section 2. The income of all the funds provided by the State for the support of free public schools shall be paid annually to the several County Treasurers, to be distributed according to law; but no school district in which a free public school has not been maintained at least three months during the year for which the distribution is made shall be entitled to receive any portion of such funds.”

1. The Laws of 1909 provide that a district to receive any of the public funds shall maintain a school for at least eight months, providing that a levy of forty cents on the one hundred dollars is sufficient to meet the necessary expenses for such a term.

(C) Separate Schools for Colored Children.—“Section 3. Separate free public schools shall be established for the education of children of African descent.”

(D) Supervision of Schools.—"Section 4. The supervision of instruction in the public schools shall be vested in a 'Board of Education,' whose powers and duties shall be prescribed by law. The Superintendent of Public Schools shall be President of the Board; the Governor, Secretary of State and Attorney-General shall be *ex-officio* members, and, with the Superintendent, compose said Board of Education."

(E) Funds May Not Be Used for Sectarian Purposes.—"Section 11. Neither the General Assembly nor any county, city, town, township, school district or other municipal corporation shall ever make an appropriation or pay from any public fund whatever, anything in aid of any religious creed, Church or Sectarian purpose, or to help to support or sustain any private or public school, academy, seminary, college, university or other institution of learning, controlled by any religious creed, Church or Sectarian denomination, whatever; nor shall any grant or donation of personal property or real estate ever be made by the State, or any county, city, town, or other municipal corporation, for any religious creed, Church or Sectarian purpose whatever."

(F) Shannon's Administration.—In January, 1875, Dr. Shannon became State Superintendent. He said, after looking over the schools of the State, that it was only by "courtesy called a system." We can readily understand how this could be true when we recall the revision of 1874 which needed much interpretation and clarification to be understood and workable. Then very soon during his term of office the new Constitution was adopted, and this caused another period of adjustment and effort to make the people understand the laws so that they could be administered with efficiency and ease.

Among the more important things accomplished by Dr. Shannon may be mentioned the following:

1. A clarification of the School Law so that the people could understand it and by this means secure a better administration of school affairs through the school officers.

2. Much was done to set out clearly the values of public schools, elementary, high schools and normal schools. As a result of this discussion all schools were very much more appreciated and better supported. Dr. Shannon spent much time in visiting County Institutes. These Institutes were wholly voluntary associations on the part of the teachers, but he reported that by the close of his administration that more than fifty counties were holding annual institutes varying in length from two to four weeks. The voluntary institutes were continued till Superintendent Wolfe's administration in 1891, when they were made compulsory.

3. Another thing accomplished was that the teachers acquired a higher appreciation of professional training which came through the attendance of institute, teachers' associations and normal schools.

4. Dr. Shannon did much to clear up the school fund problems, which were in a rather chaotic state when he entered the office.

5. In 1878 the number of school districts had grown to be about ten thousand, but of this number not more than one hundred were doing work above the ordinary elementary school subjects. Possibly there were not a hundred towns and villages organized on a graded school basis.

(G) Coleman's Administration.—In January, 1882, W. E. Coleman entered upon the duties of the office of State Superintendent, and among the more important things accom-

plished during his administration may be mentioned the following:

1. The first convention of County School Commissioners was held in Jefferson City in December, 1885. This was a voluntary meeting, and it is reported that thirty-five Commissioners attended. Some of the important topics discussed were "The Organization of Summer Normals," "The County Institute" and "The Reading Circle."

2. In 1887 the Normal Diploma was made a life certificate to teach in all the schools of the State, and the elementary certificate was made a license to teach in the State for four years; however, in 1889 the term for this certificate was reduced to two years.

3. In 1887 Superintendent Coleman established Arbor Day. He asked all teachers and pupils in the State to observe the day by a suitable literary program, and by planting and caring for shade and ornamental trees on the school grounds.

4. The minimum school term was increased from four to six months, providing that a levy of forty cents on the one hundred dollars and the public moneys were sufficient to maintain that length of term.

5. An effort was made to define more clearly relations which should exist between High Schools and the University. This was done through a Committee of the State Teachers' Association, but Superintendent Coleman rendered valuable assistance by giving advice to the Committee.

6. The school year was changed from April 1st to begin July 1st.

7. The Reading Circle was organized and a Board elected to manage its affairs.

8. The law requiring County adoption of text books was

repealed after having been in force for ten years. The whole matter of the selection of text books was now left to the School Boards of the various districts.

(H) Wolfe's Administration.—Superintendent Coleman was succeeded by L. E. Wolfe, who entered upon the duties of the office in January, 1890. During his administration the more important things done were as follows:

1. A law was passed providing for State wide uniformity of text books. These books were selected by a Commission and were used exclusively for a period of five years.

2. A compulsory Institute Law was passed which required an Institute to be held in each County from two to four weeks, and every teacher must attend in order to secure a certificate to teach.

3. The above law defined three grades of certificates, which were issued by the conductor and instructors of the Institute.

4. A State Training School was established to license the conductor and instructors of the Institute; however, this law was repealed in 1893, after being in force only two years.

5. Superintendent Wolfe advocated most earnestly throughout his administration a complete system of Institutes, County, District and State; however, he never succeeded in getting his scheme adopted by the Legislature.

(I) Kirk's Administration.—In January, 1894, John R. Kirk became State Superintendent, and during his administration the following important measures were advocated by him:

1. Better School houses and better physical conditions for children to do their work in.

2. He favored Nature Study and Agriculture as subjects for the elementary schools.

3. He advocated making the County Institute strictly a professional school rather than a mere preparation in subject matter to pass the County examination.

4. He advocated the consolidation of rural school districts and a central or township High School, in order that secondary school privileges might be offered to all the children.

5. During his administration the "Committee of Nine," which defined the College and Secondary school, made its report. The details of this report are found in the chapter on the "College Union."

6. Superintendent Kirk strongly advocated the values of Manual Training as an elementary school subject and tried very earnestly to have it put into the curriculum.

7. The administration of Superintendent Kirk, like that of Superintendent Wolfe, was pre-eminently one in which an agitation was carried on for better things for Missouri Schools. Much was accomplished in the matter of creating a healthy public sentiment which bore fruit in the years after they were out of the office.

(J) Carrington's Administration.—In January, 1899, W. T. Carrington became State Superintendent. The following are the important things accomplished during his administration:

1. A State Library Law was passed requiring the School Boards of each District to set aside a sum of money to be spent for library purposes. The sum must be not less than five cents per pupil and not more than twenty cents per pupil. This law, with the additional privilege of voting a

sum for library purposes at annual meetings, has done much to increase the library facilities for the schools. Indeed, it is a rare thing now for an elementary school even in the rural districts not to have at least the beginnings of a library, and many of them have very excellent ones.

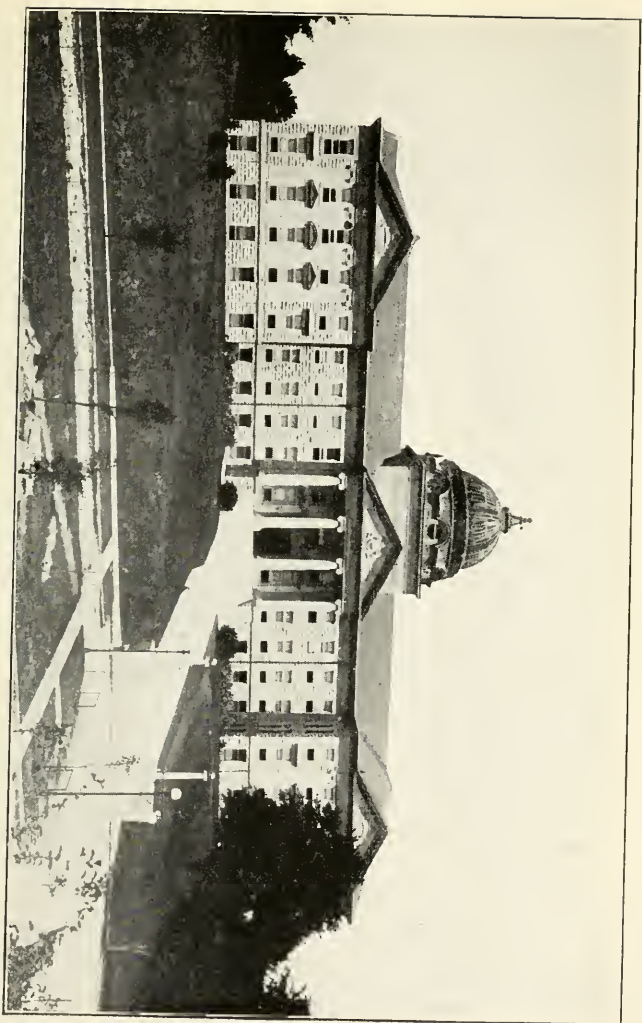
2. A law was passed authorizing three or more districts to consolidate so as to have a central High School. A few such districts have been formed, but as there is no provision for the transportation of pupils not much has been accomplished by the law.

3. The old Institute Law was repealed and a County Board of Education established with certain supervisory powers, the power to conduct examinations and to issue certificates. The examinations were to be held on the fourth Saturday and the Friday next preceding in March, June and August of each year. The questions for these examinations are sent out under seal by the State Superintendent to the County Commissioner.

4. Instead of the old Institute a County Teachers' Association was established to be held in September, October or November of each year. The session was to continue for three days, and the teachers who attended the sessions regularly were allowed their regular salary while attending.

5. The requirements for County Certificates were increased so as to add two High School subjects to the second grade certificate, namely: Literature and Elementary Algebra, and for a first grade certificate one branch of Advanced History and one of the Natural Sciences were added.

6. A State course of study for rural schools was published and distributed. It gave elaborate details on all the ordinary common school subjects and much additional mate-



Academic Hall, Cape Girardeau Normal.

rial for literature and nature study. The State Superintendent sent out questions quarterly to teachers based on this course of study, and those pupils who finished the course of study and took the final examinations prescribed, received a certificate of graduation signed by the State Superintendent and the County School Commissioner or County Superintendent. This certificate now entitles the holder to entrance in any High School in the State without examination. Most of the Counties now have a regular graduation exercise somewhere in the County for these graduates of the rural schools.

7. In 1905 a compulsory attendance law was enacted requiring all children between the ages of eight and fourteen years to attend school not less than three-fourths of the school term unless their services were necessary for the support of the family, or they were of unsound mind or lived two and one-half miles from the school house. It further provided that no child between these ages should be employed at labor during schools hours except those lawfully excused for one of the above mentioned exceptions.

8. In 1903 a law was passed giving the State Superintendent power to inspect and classify the High Schools of the State; however, for lack of funds the work was not done completely until Superintendent Gass' Administration.

9. The Springfield and Maryville Normals were established.

10. Superintendent Carrington also advocated better school houses, better rural schools and a thorough articulation among the various schools of the school system. He was a very earnest advocate of Agriculture as a subject for the elementary school curriculum, and in a large measure brought

about the sentiment which added that requirement as one of the subjects for teachers' certificates.

(K) Gass' Administration.—In January, 1907, Howard A. Gass entered upon the duties of State Superintendent. The following are the more important achievements of his administration :

1. During the latter part of Mr. Carrington's administration the General Assembly repealed the law which provided for State uniformity of text books in such a way as to leave the whole text book problem unsettled, consequently the General Assembly in 1907 passed a law creating a "County Text Book Commission," whose duty it is to select text books for the use in all the districts of the county except cities and towns having first-class High Schools. This Board is composed of the County Superintendent, one teacher appointed by the State Board of Education and another appointed by the County Court of each County. By this law State uniformity of text books was completely abandoned and the County made the unit as above indicated.

2. The Revised Statutes of 1909 amended the law concerning the consolidation of school districts so that three or more weak districts might avail themselves of the privilege of consolidation. This was a revision of the law of 1899 and merely cleared up some of the details of that law, so as to make the plan of consolidation better understood.

3. The minimum school term was extended to eight months, provided a levy of forty cents on the one hundred dollars and the State School moneys are sufficient to maintain the term for that length of time. The same law also provides for State aid to certain weak districts which are not able to

maintain the eight months' term. The conditions are as follows:

(a) "The district must have an area of not less than nine square miles of territory."

(b) "The assessed valuation of the district must be forty thousand dollars or less."

(c) "That it has not less than twenty-five pupils of school age enumerated."

(d) "That it has made a levy of sixty-five cents on the one hundred dollars valuation for school purposes, not more than twenty-five per cent. of said levy to be used for incidental purposes."

(e) "The teachers must be paid not less than forty dollars per month."

In order to secure such aid the Directors of the District must make a formal application for the aid to the County Clerk on or before June 15th, and the County Clerk must compile a list of all the districts asking for such aid and send them to the State Superintendent before June 30th. The State Superintendent then deducts the total amount asked for from all the counties of the State before the general State apportionment is made, and the various amounts asked for as specific aid are sent back to the County Treasurers at the same time as the general funds for the ordinary apportionment. (In 1910 one hundred weak districts were aided in this way, using thirteen thousand dollars.)

4. The General Assembly of 1909 passed a law providing for State wide County supervision. This was the most important piece of legislation enacted during the last quarter of a century. It will be remembered that County Supervision was abolished in 1872, and a law was passed providing that

any County of the State might adopt County supervision at any annual school election by a majority vote of the electors voting at that meeting. Under this act twenty-four Counties had adopted supervision, but this was a very slow process, and after continual effort and agitation by State Superintendents, the State Teachers' Association and all the leading educators of the State, for thirty-seven years, we now have an efficient supervision law.

5. Another important thing accomplished by Superintendent Gass is his undertaking the problem of rural school inspection. There is now sent out an Inspector from the office clothed with power to inspect and approve rural schools. This officer gives advice to the various school officers and at the same time enables the County Superintendent to set a standard of efficiency for the schools under his charge.

According to Superintendent Gass' report of 1909, a school must meet the following conditions before it can be approved:

(*a*) It must have an eight months' term; (*b*) The teacher must hold a second grade or higher grade certificate; (*c*) The library must have twenty or more well chosen books; (*d*) The State or county course of study must be followed; (*e*) Agriculture must be taught in the higher grades; (*f*) The instruction and discipline must be satisfactory; (*g*) The organization and classification must be satisfactory; (*h*) The school building and grounds must be in good condition.

When a school meets the above conditions it must be inspected and may be approved on condition it can score 80 out of 100 points distributed according to the following scheme:

FORM OF REPORT, DISTRICT NO.....,COUNTY, MO.

Scale of Points.	Possible Score.	Points allowed.
CONDITION OF SCHOOL BUILDING—20 points.		
Outside, well painted, well preserved.....	4	.....
Inside, walls plastered, painted or papered and clean.....	3	.....
Light, windows arranged properly and provided with shades.....	4	.....
Ventilation, provisions for lowering windows at top, etc....	4	.....
Floor, tight, smooth and clean.....	2	.....
Heating, by furnace or a good stove properly located and jacketed.....	3	.....
APPARATUS AND EQUIPMENT OF BUILDING—17 points.		
Black Board, smooth surface of slate, liquid slating or painted board, easily reached by smallest pupil.....	2	.....
Desks, well preserved and well adapted to the sizes of the children.....	3	.....
Teacher's desk and chair, suited to use.....	1	.....
Bookcase, well made and provided with lock and key.....	2	.....
Pictures, carefully chosen and arranged.....	1	.....
Maps, of the county, State, U. S., etc., in good condition...	1	.....
Globe, carefully selected and in good condition.....	1	.....
Charts, adapted especially to beginning grades.....	1	.....
Library, books chosen so as to meet needs of pupils (at least dictionary).....	4	.....
Broom, erasers, individual drinking cups, etc., in good condition.....	1	.....
GROUND AND OUTBUILDINGS—13 points.		
Grounds, well shaded, drained, fenced and good size, neatly kept.....	4	.....
Cistern, good walls and top, with pump and conveniently situated.....	5	.....
Outbuildings, strongly built, properly situated, nicely painted and well kept.....	4	.....
COURSE OF STUDY AND ORGANIZATION—25 points.		
Course of Study, State or county followed.....	5	.....
Gradation, uniformity.....	5	.....
No. of recitations, not exceeding 24.....	3	.....
Quarterly and final examination questions used.....	2	.....
Agriculture, taught in higher grades.....	3	.....
Attendance, regular, prompt.....	4	.....
Tardies, few or none.....	1	.....
System of records, well kept and accurate.....	2	.....

FORM OF REPORT—Continued.

Scale of Points.	Possible Score.	Points allowed.
TEACHER, THE—25 points.		
Certificate, second grade or higher.....	3	.....
Salary, to be \$40 or more per month.....	2	.....
Associations, county, township and state attended regularly	2	.....
Instruction, careful and accurate.....	8	.....
Discipline, kind but firm.....	6	.....
Reading Circle, member of, for present year.....	2	.....
Reports, to district clerk and county superintendent promptly made.....	2	.....
Total.....	100	

Teacher.....; Address.....

Clerk.....; Address.....

.....
County Superintendent of Public Schools.

X. SCHOOL FINANCES.—Missouri's Public Schools are supported by the interest on the "Common School Fund," interest on "County funds," interest on "Township funds," interest on "Special District fund," by direct appropriation made by the General Assembly, and by local taxation.

(A) Common School Funds.—The common school funds are now held in the form of State certificates of indebtedness. These funds were derived from the sale of the seventy-two sections of Saline lands and other lands amounting to more than 1,200,000 acres.

In 1838 enough of the Saline lands had been sold to amount to about \$40,000.00.

1. *Distribution of Surplus Revenue.*—In 1836 Congress passed an Act distributing the surplus funds in the National Treasury to the several States according to the number of representatives they had in Congress. Missouri received

\$382,335.30 as her share of this fund, and in 1837 the General Assembly set apart this sum as money to be used for the support of public schools and at the same time this money and the money derived from the sale of the Saline land was constituted a permanent fund to be known as "The Common School Fund of Missouri." It was also provided at the same time that no part of the above fund should ever be spent and that it should accumulate till it had reached the sum of \$500,000.00 before any interest was appropriated for the use of the schools.

2. *The Bank of the State of Missouri Chartered.*—Great difficulty was experienced in finding a satisfactory investment for these funds, consequently the Legislature in 1837 chartered the Bank of the State of Missouri with the provision that the School Funds should be invested in the stock of this Bank. As it turned out this was a very unwise investment, as the dividends from the stock of the Bank were not paid regularly and there was great fluctuation in the rate even when dividends were paid. On the whole, the scheme was never satisfactory, but this form of investment continued until 1866, when the Bank stock was sold to Captain J. B. Eads at \$108.50 per share.

3. *First Distribution of Funds.*—On October 1, 1842, the school funds amounted to \$575,667.96, all of which were invested in stock of the Bank of the State of Missouri. From 1838 to 1842 the funds had been materially increased by dividends from the Bank to the amount of \$123,010.43, and certain other sums from the sale of Saline lands, so that the fund amounted to \$575,667.96. At this time occurred the first distribution of funds from the State, which amounted to sixty cents per child or \$1,999.60. Thirteen Counties participated

in this distribution, namely: Benton, Boone, Clark, Cole, Cooper, Greene, Lafayette, Livingston, Marion, Monroe, Ralls, Saline and Shelby.

4. *Growth of Funds.*—In April, 1857, the Saline fund had accumulated \$17,000.00 and this sum was invested in twenty Pacific Railroad bonds of \$1,000.00 each, though the bonds only cost \$17,000.00. In 1859, \$86,300.00 were invested in Bank stock, an appropriation being made by the General Assembly to pay for the same. Summing up the situation in 1860 there was invested \$678,967.96 in stock of the Bank to the credit of the School Fund.

5. *Sale of the State Tobacco Warehouse.*—The State owned a big tobacco warehouse in St. Louis. In 1865 the Legislature directed the Governor to appoint a Commissioner to sell the warehouse. The purchaser was to be required to pay one-third of the money at the time of the contract and the remaining two-thirds were to be made in equal payments in one and two years, for which the purchaser must give notes bearing interest at six per cent. until paid. Messrs. Jameson and Cotting bought the warehouse for the sum of \$132,000.00 and immediately paid into the Treasury of the State one-third of that sum, or \$44,000.00, according to the terms of the contract mentioned above. The net proceeds of this transaction were placed to the credit of the school funds.

6. *Eads' Transaction.*—By March, 1866, the stock in the Bank amounted to \$678,967.96, showing no increase since 1860. At this time Captain James B. Eads bought the stock at \$108.50 per share of \$100.00 and gave in payment therefor bonds and coupons of the State to the amount of \$718,235.25. This transaction reduced the State debt but at the same time used the School Funds for doing so. By this transaction the

above mentioned sum was wholly unusable for the purposes of providing revenue for the support of the schools and left the actual available funds for school purposes only \$153,389.38.

7. *Money Received from the United States Government.*—In 1866 the State of Missouri was re-imbursed for the large sums of money she had expended in enrolling, equipping and maintaining a militia force employed by the United States Government in the Civil War. This sum amounted to more than \$7,000,000.00, and in as much as the schools had received practically no support from the State during that time, the General Assembly in March, 1867, appropriated \$1,500,000.00 to be used for the benefit of the public schools and the State Treasurer was authorized to invest the same in United States Six Per Cent. Bonds. In addition to the above amount \$57,987.86 had accumulated from payments on the Jameson & Cotting notes, moneys arising from escheats, etc.; the same was also invested for the benefit of the Missouri School Fund. At various times from 1868 to 1870 the State Board of Education invested surplus school funds in United States Bonds and Missouri Bonds, so that with a small cash balance in the treasury of \$4,886.78 at the close of 1870, the School Funds amounted to \$1,674,986.78.

8. *Certificates of Indebtedness Issued.*—Nothing was done in the matter of re-imbursing the School Fund for the stock involved in the Eads' transaction and no interest was paid on this sum until March 9, 1872. At this time the Legislature passed an Act directing the State Auditor to issue a certificate of indebtedness to the State Board of Education as Trustees of the Public School Fund for the sum of \$900,000.00, with interest at the rate of six per cent, payable annually on the first day of March. Of course, it is evident that

this transaction was designed to re-imburse the Common School Fund for the face value of the stock sold to Eads, \$661,976.96, and interest thereon at the rate of six per cent. from July 1, 1866, to July 1, 1872. At various times the fund was increased by small sums so that in January, 1875, it amounted to \$2,624,354.62, invested in United States Six Per Cent. Bonds, Missouri Six Per Cent. Bonds, Certificate of Indebtedness and cash.

9. *Sale of United States Bonds.*—In December, 1875, the State Board of Education directed the sale of the United States Six Per Cent. Bonds to the amount of \$1,671,600.00. They were sold at a premium of about fourteen and a half per cent. By this transaction the School Funds were increased \$277,400.00. The sum of money derived from the sale of these bonds was invested in Missouri Six Per Cent. Bonds to the amount of \$1,949,000.00. Small sums were added to this amount at different times so that by January, 1881, the School Fund amounted to \$2,909,792.66.

10. *Consolidation of the School Funds.*—In March, 1881, the General Assembly passed an Act to consolidate the permanent School Funds, consequently in July that same year the Board of Fund Commissioners issued "A consolidated certificate of indebtedness" for \$2,909,000.00, payable in thirty years after date with interest at the rate of six per cent. per annum, to be paid on the first day of January.

11. *Notary's Fees Added to the Funds.*—In 1881, the General Assembly enacted a Law requiring Notary's fees in cities of 100,000 inhabitants or more, to be set aside for the use of the Common School Fund. Each Notary had to pay a fee of \$25.00. From this source during the years 1881-2 small sums were derived and credited to the funds.

12. *Other Certificates of Indebtedness.*—In March, 1883, five additional certificates of indebtedness were issued to the credit of the School Fund amounting to \$249,000.00, bearing interest at the rate of five per cent. per annum.

13. *Renewal of Certificates of Indebtedness.*—Except for a few minute details no other Acts by the Legislature were passed affecting the School Funds until 1902, when a Constitutional Amendment was submitted to the people providing for the renewal of the certificates of indebtedness of the “Common School Funds” and also an Amendment of the same kind for the “State Seminary Fund.” This Constitutional Amendment carried and the funds are now held in this form, the amount of the permanent Common School Fund at present being \$3,159,000.00.

(B) Township Funds.—In 1785 an ordinance was passed by Congress which defined a method for laying out townships and sub-dividing them into lots of 640 acres each, these lots to be numbered from 1 to 36. The ordinance closed with the following directions: “There shall be reserved the lot number sixteen of every township for the maintenance of public schools within the said township.” In 1787 an ordinance was passed which concerned itself with the organization for the government of the territory of the United States Northwest of the Ohio River. In this ordinance we have the following definite statement concerning schools: “Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged.” This ordinance also, as did the one of 1785, provided that lot number sixteen should be given directly for the permanent support of schools. In 1803 when the United States acquired the Louisiana Territory, the pro-

visions of the ordinance of 1787 were extended to include that Territory, consequently when Missouri was organized as a Territory in 1812 this provision was included in the Territorial organization, and again the same provisions were made in the Enabling Act for the Constitution in 1820.

1. *The Sale of the Sixteenth Section.*—The Missouri Legislature passed an act in 1824 providing for the appointment of “Three respectable householders in every township, who should be the commissioners of school lands in their respective townships. Their duties and powers were limited to leasing the lands, exacting guarantees for their preservation, and paying over the rents to the County Treasurer.” The control of the school lands was vested in this Board until 1831, when the Legislature provided for the sale of the lands constituting the sixteenth section, and an agent was appointed by the County Court to sell the lands when three-fourths of the people of the township wanted them sold. Several Legislatures re-enacted this provision with slight changes and it was a long time before all of these lands were sold. More than 1,200,000 acres of land have been sold and the funds now amounting to \$3,923,294.30 are credited to this fund.

(C) **County Funds.**—The County Funds are derived from fines, forfeitures, the sales of estrays and the sale of swamp lands. In 1858 the General Assembly passed an Act giving to the various Counties the Swamp lands included within them. This donation amounted to more than 4,000,000 acres of land and the funds derived from all of the above mentioned sources now amount to \$5,595,555.85. These funds and the township funds are managed by the County Courts. The revenues arising from the various township funds being credited to the several townships where they belong and the interest

on County funds apportioned for the whole County. These funds are loaned on first class real estate by means of a first mortgage for not more than half of the value of the real estate.

(D) Special Funds.—Special Funds are derived from special gifts, donations, devises, etc., and belong to a single district. They are managed by the district and only the interest can be used. The special district funds of the State now amount to \$108,545.77.

(E) State Appropriations.—The Constitution of 1875 provided that not less than twenty-five per cent. of the General Revenue of the State should be set apart for the support of public schools, and from the adoption of the Constitution to 1887 each General Assembly appropriated regularly twenty-five per cent. of the general revenue for that purpose. In 1887 the General Assembly provided that one-third of the General Revenue should be used for the support of the public schools and each succeeding General Assembly has made a like appropriation. Taking into account the amounts derived from all of the above sources from 1842 to 1909 more than \$35,000,000.00 have been appropriated for the support of the common schools, and this sum does not include the Normals, the University or any of the special schools of the State.

(F) Local Taxation:

1. *The Act of 1835.*—This Act allowed a rate of three and one-third cents per hundred dollars, provided the levy received a two-thirds vote in the County. However, since it required a two-thirds majority vote, which had to be taken all over the County on the proposition, practically nothing ever came from the provision.

2. *The Act of 1839.*—Under the Act of 1839 districts

could be taxed for building purposes to the amount of fifty per cent of the general rate for State Revenue purposes. This Act also allowed the making of "rate bills" which were issued by the local Boards, but the plan was never satisfactory.

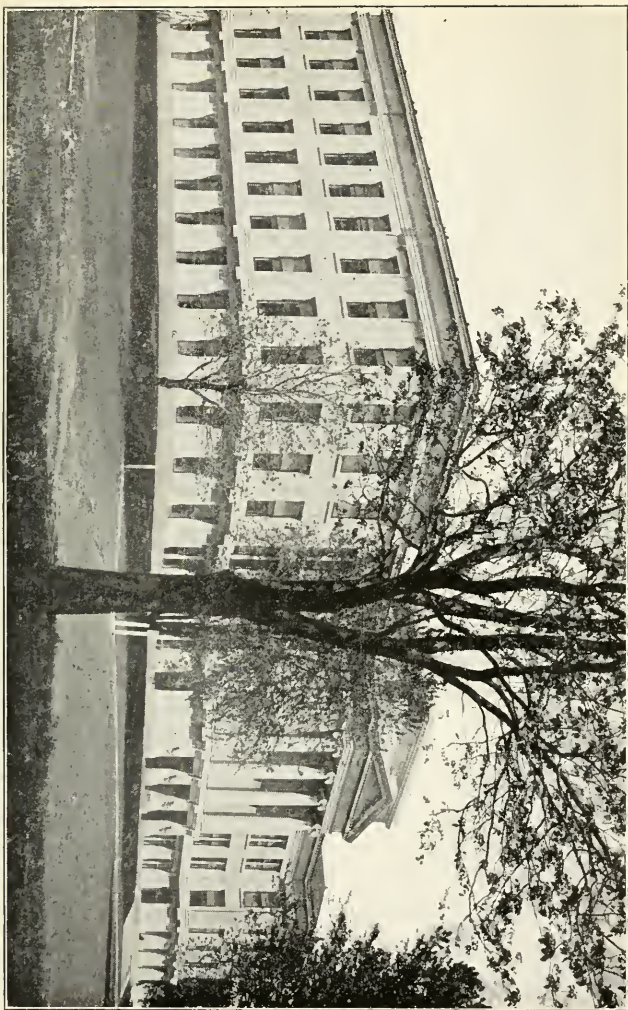
3. *The Act of 1853*.—One of the serious defects of the laws of 1853 was that no provision whatever was made for local taxation.

4. *The Parker's Laws*.—Under the Parker Laws provision was made for local taxation, but it is not worth while to go into details of the provision for the reason that the laws were never enforced to any considerable extent.

5. *The Constitution of 1875*.—Article X which deals with the subject of Taxation, makes ample provision for local taxation as follows: "For School purposes in districts composed of cities, which have one hundred thousand inhabitants or more, the annual rate on property shall not exceed sixty cents on the hundred dollars valuation, and in other districts forty cents on the hundred dollars valuation: Provided, the afore-said annual rates for school purposes may be increased in districts formed of cities and towns to an amount not to exceed one dollar on the hundred dollars valuation, and in other districts to any amount not to exceed sixty-five cents of the hundred dollars valuation, on the condition that a majority of the voters who are taxpayers, voting at an election held to decide the question, vote for said increase. For the purpose of erecting public buildings in counties, cities or school districts the rates of taxation herein limited may be increased when the rate of such increase and the purpose for which it is intended shall have been submitted to a vote of the people, and two-thirds of the qualified voters of such county, city or school district voting at such election shall vote therefor."

(G) **School Houses.**—The struggle to secure good buildings and equipments for the rural school has been a long and somewhat unsatisfactory one. One of the early characterizations of the buildings was made during the time that the Hon. John W. Henry was Superintendent of Common Schools, in the following language: “With regard to our district school houses, they are of the old kind, ten by twelve log cabins, with one door in the middle, and one oblong window extending from the door casing to the corner of the house. Who has seen one, has seen the counterpart of nine-tenths of the school houses in the State; low, dismal, dreary things, in an open space to themselves, with missiles of every description scattered around them, even the view cause enough for the fever and ague to the neighborhood. No human master would cabin his negroes in such noisome dens, and yet, with an inexplicable infatuation, affectionate parents send their children there to sit and sweat a whole summer day, to acquire habits of neatness and order, and a love of knowledge. The long summer days that I have sat in such, upon a hard bench, with a back as straight as a corset, enjoying not only the birds flitting about at liberty, in which was poetry, but even the little pigs wallowing in their filth are graven upon my memory as with sharp steel; and often, in this State have I been reminded, by the school houses, of those wretched days.” The above picture seems a rather severe one, but no doubt there are a good many elements of truth in it, for we know that it was a long time before the crude log school house passed away. Superintendent Parker in his report for 1869 congratulates the State upon the fact that comfortable school houses have now taken the place of the old fashioned ones similar to those described above; however, it is not conceivable that a complete change could have

taken place between the dates 1853 and 1869. In fact we know very well that Superintendent Parker's view is quite too "rosy" for the facts. The log school house and many others equally as unsanitary and unsightly persisted for quite a long time after 1869, though no doubt many good school houses were constructed during the latter part of Mr. Parker's administration. At the same time we need only to look over the reports of subsequent Superintendents to see how much effort all of them gave to secure better school buildings. Some very interesting model plans are to be found in the old *Missouri Journal of Education* published in 1868. "All the State Superintendents from Monteith to Gass, gave more or less attention to the problem of the rural school house, and Superintendent Kirk had prepared a model rural school house which he exhibited and talked about a great deal, but even this was not sufficient to do away with all the so-called "box car" school houses in the State. Both Mr. Carrington and Mr. Gass through the *Missouri School Journal*, their public addresses and State reports emphasized the great need of better school houses for rural schools. Even now with all this agitation there are still many very poor school houses in the State, so that it will be necessary for school officers to keep up the efforts to secure more ideal surroundings for the children who attend rural schools. At present the County Superintendent and the scheme for rural school "approval" will no doubt do much to dispose of the unsanitary rural school house.



Academic Hall, Springfield Normal.

CHAPTER II.

SECONDARY SCHOOLS.

I. CLASSIFICATION.—The secondary schools of Missouri may be classified broadly as Academies and High Schools, but we need to have in mind that the Academy includes the Female Seminary as well as the typical boys Academy, and also the Military School as it is organized at present.

(A) Academies.—Historically considered, it seems probable that the Academy is an outgrowth of the old English Grammar School which was established in New England during the Colonial times. It is probable also that it partook somewhat of the nature of the great English Public Schools. It seems quite possible also that some factors from the German Gymnasias and the French Lycée entered into the making of the American Academy. So far as the States of the Central West are concerned, the Academy is pretty much a counterpart of the New England type such as “Phillip’s Exeter” and “Phillip’s Andover;” then, too, there were some good Academies in the Southern States, notably Virginia and Kentucky, and these no doubt serve as models for some of the Missouri Academies. In general, it seems that the Academies in Missouri might be put in two classes with reference to the State. Those which receive a charter from the State Legislature and those which are incorporated under the general laws for partnerships without any special charter being obtained from the Legislature.

1. *Chartered Academies.*—The first Academy chartered by the State was the Ste. Genevieve Academy, which was granted a charter in June, 1808, and by 1830 eight other Academies were chartered as follows: Jackson, Potosi, St. Charles, St. Mary's, Boonville, Fayette, Franklin and Louisiana.

(a) *Co-educational.*—Almost invariably the charter provided that the Academy should be co-educational, but as a matter of fact not many girls attended the early Academy, for in most cases the parents did not believe in co-education. It was generally provided also in the charter that children of the poor and Indians might attend the school free; especially was this true if the Academy expected to obtain any support from the State.

(b) *How Supported.*—These Academies were supported by tuition fees, donations, and in some cases they received public lands from the State, in consideration of which they were to educate the poor children of the district. In a few cases special privileges were granted them in the matter of raising money by lotteries, etc. The Potosi Academy had the privilege of using the lottery scheme. Richmond Academy controlled the whole matter of education in that town and sent an enumeration of the school children to the State Superintendent; by this plan they were to receive their pro rata of the school money.

(c) *Means of Control.*—Invariably the Academy was controlled by a Board of Trustees, the number of which was not uniform, and this Board was made a corporate body which selected the teachers, and paid them. They managed the affairs of the school also. The corporation was made up altogether of those who had subscribed from five to ten dollars to

the Institution; at least only those who had subscribed were eligible to become Trustees.

(d) *Course of Study*.—As indicated in the Chapter on Elementary Schools each Academy had two departments, namely: The Junior Branch in which was studied Literature, Reading, Writing, Arithmetic and sometimes History and Geography; and The Senior Branch in which was studied, at first, the English Language, French and the Sciences, but very soon this branch included many other subjects, and the very best ones usually included the following: Rhetoric, Logic, Botany, Chemistry, Astronomy, Natural Philosophy, Mental and Moral Science, History, Algebra, Geometry, Trigonometry, Surveying, Latin, Greek, Declamation and Composition.

(e) *Growth in Numbers*.—By the opening of the Civil War, the State had chartered more than one hundred institutions, organized on the lines indicated above. In the year 1855 no less than twenty were organized, but during the Civil War comparatively few new charters were granted. It seems that a fair estimate of the number in 1875 would be about one hundred ten, and from that time on very few were chartered by the State, as the public High School was then coming into use. In this connection it might be recalled that the Geyer Act of 1839 had provided for the Academy as a part of the State system which had been outlined in Jefferson's plan, but in 1843 the State amended the Act so as to do away with the secondary school section, at least in so far as to make any provision for its support from the State revenue.

(f) *Bridgeton Academy*.—One of the most interesting of all the chartered academies was the Bridgeton Academy, located in St. Louis County, chartered in 1864. This Academy was unique in its management, in that the Trustees had to call

a town meeting, at least once a year, to explain to the citizens all the affairs of the institution. The charter also provided that a public examination of all the students should be conducted at least once a year. This corporation kept up its organization until 1909, when it was disorganized by the Legislature and allowed to form a regular public school district.

2. *Unchartered Academies.*—The unchartered Academies were organized on the same general plan as those having a charter. They were controlled by a Board of Trustees who selected the teachers and determined the course of study. These schools were supported in the same manner as the chartered Academies, except that they could not receive any lands or other support from the State. No less than one hundred unchartered Academies existed in the State at the beginning of the Civil war. The most of them were closed during the Civil War and many of them never re-opened. A few such schools were organized after the War, but it seems that these schools have about the same history after the War as the chartered Academies, and for the same reason, the public High School being organized to take their place.

(a) *Female Seminaries.*—Many Female Seminaries were organized on a basis very similar to the unchartered Academies, the first one being established, as early as 1820, in St. Louis. From 1837 to 1855 is the period when the greatest number was organized. They were organized generally as boarding schools, or at least, there was a boarding department. Among the first may be mentioned "Elizabeth Annl Seminary", organized at Lexington in 1820; "Lindenwood College", organized in St. Charles in 1830; "Howard Payne College", located at Fayette, which was organized in 1844; "Baptist Female College", at Lexington, organized in 1849;

Christian College, Columbia, 1851; Clay Seminary, Liberty, in 1855; "Carthage Female Academy" and two female academies were organized in St. Joseph. The Roman Catholic Church began organizing Female Seminaries very early in and around St. Louis, and they still have a great many throughout the State. In fact as late as 1910 they had between thirty and forty Female Seminaries located principally in St. Louis, Kansas City, St. Joseph and Joplin. They have also some others in the larger towns of the State. Of the sixty Academies and Seminaries reported to the State Superintendent in 1910, about half of them were under the control of the Roman Catholic Church.

(b) *Military Academies.*—The Military Academy represents a peculiar type of organization grafted on the old time Academy. At present there are eight well known Military Academies in the State: Kemper, at Boonville, which was first organized as a family boarding school for boys, but which finally took on the military organization; St. Charles, located at St. Charles; Wentworth, located at Lexington; Welsh, located at Columbia; Missouri Military Academy at Mexico; Kirkwood, at Kirkwood; and Brees, at Macon, make up the list. In a limited way these schools are now under the control of the United States Government in as much as a regular army officer is usually stationed at them, and the Government also furnishes a good deal of the military equipment. Each year they are inspected by United States Army Officers and are rated by the Government as a result of this inspection. They belong to the State Militia and the officers, including the teachers of the school, are commissioned by the State, and are subject to military duty in case the State needs troops. It should be added that the University maintains a military organization which

is voluntary, and it is also under the control of the United States Government, through an Officer who is detailed by the War Department. The Government furnishes the ordinary equipment for this department.

3. *Decline of the Academy.*—Dexter reported in 1850, that there were 204 Academies in the State, in which there were eight thousand eight hundred twenty-nine students taught by three hundred sixty-eight teachers. The State Superintendent's Report for 1910 includes only about sixty Academies, Girl's Seminaries and Co-educational Academies. It is quite probable that not all of the Academies in the State are included in this number. But at the same time this Report shows the great decrease in the number of Academies in operation at that time.

The Church very early took an interest in the formation and support of the Academy, but it did not keep up its interest after the public High School was opened. It seems fair to say, that the great cause for the decline of the Academy is to be found in the fact that great changes came to the social and political conditions in the State after the Civil War. The old Academy was always more or less an aristocratic institution in its support and patronage, so that when these changes came, involving a more democratic feeling in society, the Academy had to give way to a more democratic institution. At present some Academies are still persisting because of an organization meeting a certain special want, and some others because the community is not thickly enough settled to provide for the High School. The author realizes that it is hardly fair to call all the girls' schools Academies, because a number of them have extended their curriculums to include some College work. In fact, a number of them (which are still in existence) offer

about two years of the ordinary college work; and the same may be said for a good many of the men's Academies and co-educational Academies which are still in existence, but the limits of this discussion will not allow any treatment of them.

(B) High Schools:

1. *Influences in the Organization.*—(a) *The American High School* is really a product of the spirit of democracy. The Grammar School and Academy were "old world" institutions and were aristocratic in organization and curriculum. The people wanted a share in the control of education, consequently the High School was organized by them. This organization being vested directly in a Board which is responsible to the people. While it is true that the High School is more democratic than the Academy, it is also true that much remains to be accomplished in the matter of making its curriculum thoroughly democratic.

(b) *The Missouri State Teacher's Association* through a Committee, appointed in 1886 at its annual meeting, prepared a plan of co-operation between the High Schools and the University. They also invited the Academies and Colleges to share in the initiation of that plan. The Committee submitted its report to the State Teachers' Association in June, 1888. The report is as follows:

"1. It is recommended that High Schools and Academies, wishing to co-operate with the University, include in their course of study everything found in the first two years of the curricula on pages 136-7 of the University Catalogue for 1886-7, except Greek, German, Zoology, Chemistry and Physics; and include additional, United States History, American Literature, Civil Government, Physiology and Hygiene, Physical Geography, Higher Algebra, (as far as the Theory of

Equations); but the language must by no means be understood to recommend the omission of any of the excepted studies from the High School curricula."

"2. It is earnestly recommended that Latin, as much as is taught in the first two years of the Art Course, be taught in High Schools and Academies whenever practicable."

"3. If any High School or Academy shall omit Latin from its curriculum, certificates from such school shall admit to regular standing in the third year of the University Science Course only."

"4. Elementary instruction in Physics and Chemistry, as much as is represented by Gage's Physics and Shepard's Chemistry, is recommended as most desirable in the High School and as a goal to be steadily striven for, if not generally obtainable."

"5. The instruction in the High School is to be the just and full equivalent of the corresponding instruction in the University, as to which matter and others not here treated in detail, communication with the heads of the proper departments in the University is recommended."

"6. When any High School or Academy shall conform its course of instruction and the instruction itself, to the above recommendations, a certificate of graduation from such school shall admit the bearer, without examination, to the third year in the present University curricula. As to what evidence of the conformity, here referred to, shall be accepted, the Committee can make no positive recommendation beyond a hearty approval of the precedent of Michigan."

After considerable discussion on the report two additional sections were submitted as amendments to the report as follows:

“7. It is the sense of this meeting and it is hereby recommended (a) that at the end of two years, the present requirements for admission to the regular University curricula be extended, so as to include the elementary instruction in Chemistry and Physics referred to in paragraph (4) above, and (b) that at the same time the University omit from all its curricula, as now laid out for the first two years, relegating all such preparatory work as there prescribed to the High School and the Academy where it of right belongs; the purpose being (a) to stimulate the proper teaching of elementary science in the High School, and (b) to disencumber the University and align it with the better like-named Seminaries in our land.”

“8. The private Colleges of the State are hereby invited to co-operate with the University and High Schools in unifying the educational system of the State.”

As amended the above report was finally unanimously adopted. It is now perfectly clear that this plan of co-operation did very much to stimulate the organization of High Schools throughout the State and it may be said that this is the beginning of the accrediting system for High Schools.

(c) *The University Preparatory Course*.—The above plan of co-operation was accepted by the University and its preparatory course was revised in 1889 in such a way as to meet the conditions imposed by the plan above described. It seems worth while to quote that course in full, which is as follows:

First Year—First Semester.		Number times per week.
English Grammar		5
Mathematics, Algebra and Geometry.....		5
Physiology and Hygiene.....		4
Civil Government		3
Military Science (Not required)		3
Second Semester.		
English (Elementary Rhetoric).....		5
Mathematics, Algebra and Geometry.....		5
Botany		2
Military Science (Not required)		3
Bookkeeping (Not required)		3
Second Year—First Semester.		Number times per week.
English (Advanced Grammar).....		4
Mathematics (Algebra and Geometry).....		5
Latin		5
Physical Geography		4
Zoology (Not required).....		2
Second Semester.		
English, U. S. History and American Literature.....		5
Mathematics (Algebra and Geometry).....		5
Latin		5
Physics (Not required).....		3
Drawing (Not required).....		2

The above course furnishes a standard for High Schools and in its report to the State Superintendent for the year 1889 the University offers this course with the statement that it is quite within the capacity of a majority of High Schools and Academies in the State. That report furthermore states that such schools as meet this requirement may be enrolled on

the "Approved List in the University catalogue." It may be well to note in this same connection that the General Assembly in 1893 required the University to discontinue all preparatory work and that the University did so in 1897.

(d) *Report of the Committee of Ten*, appointed by the National Educational Association in 1892, was submitted in 1893. This Committee took into consideration the whole High School situation and reported four parallel courses as standards to be used in High Schools. They were each four years in length and named, Classical, Latin Scientific, Modern Language and English courses.

(e) *The Missouri College Union* was formed in 1896, and among other things accomplished by that Union was the adoption of the above mentioned courses of instruction for secondary schools. These courses were adopted practically as reported by the Committee of Ten, and as observed in the Chapter on the College Union, have been virtually the standard for High Schools and Academies from that time to the present.

(f) *A Committee on College Entrance Requirements* was appointed by the National Educational Association in 1895 and its final report was made in 1899. The above mentioned courses were slightly modified by this report but in no very essential way, the principal work of the committee being in the clearer definitions of the various units.

(g) *A University Inspector* was appointed very early in President Jesse's administration of the State University, which began in 1891. It was this Officer's duty to visit approved High Schools, and others seeking approval, to determine whether or not they met the standards required by the University.

(h) *The State Superintendent* was granted authority to inspect and classify High Schools in 1903; however on account of the lack of funds not much was accomplished by that officer till 1907, when an appropriation was made to pay a High School Inspector who was to be an Officer in the State Department.

Not all of the factors which have made the Missouri High School are enumerated in the above list, but it is quite certain that the above are the more important.

2. *How Established.*—(a) The early High Schools in the State were established by the local City or Town Board, virtually without any actual authority to do so. They did this under the provision of the Laws of 1874 which gave them the right to make “all needful rules for the organization, grading and government” of the schools under their jurisdiction. The law expressly provided that the common school branches should be taught, but there was nothing in it to prevent Boards from having other subjects taught, when there was a necessity for them and the teachers were willing to assume this added burden. Superintendent John Monteith in his report for 1874 in discussing this matter, said that it was entirely a local problem as to whether or not a Board should provide for a High School department. He further stated that such a matter should be determined by the public sentiment of the community, and that whenever there are children ready for the High School work and the people are willing to assume the burden of an additional tax, it is quite proper to establish the High School. This legal status of the early High School occasioned much discussion among educators and in the local community where there was a growing need for such an institution. Even Dr. Laws, then President of the Uni-

versity, on several occasions expressed very grave doubts as to whether or not the local community should undertake the burden of supporting a High School. In fact, he was somewhat of the opinion that such work should be left to the preparatory departments of the University and Colleges in the State. At the same time, about 1875, the agitation for High Schools was being carried on in the States of the Mississippi Valley, notably Illinois, Indiana, Michigan, Wisconsin and Minnesota. The result of all this agitation and discussion was that without any very definite legal status in many of these States the High School simply came into being to meet the needs of the people who wanted more advanced work than the ordinary elementary school could afford. Missouri simply joined in this movement in the establishment of her early High Schools.

(b) The laws of 1883 make a definite provision for the establishment of High Schools. Section 7146 of those laws provide that "The Board, as soon as means will permit, shall establish an adequate number of primary schools, similar in grade to those of other public school districts, and also a suitable number of schools of a higher grade, in which other studies may be pursued, not provided for in the primary schools." This provision gives cities, towns and villages the right to establish and maintain High Schools, and in some measure stopped the debate with regard to the Boards having authority to organize High Schools. The laws of 1909 simply elaborate the principle enunciated in this article, and this is the general provision under which all the High Schools of the State are now organized, except the cities which have been granted special charters by the General Assembly.

(c) The laws of 1885 made provisions for the "formation

of a central school district." Section 7055 of those laws is as follows: "Whenever it may be the desire of any two or more districts in any one County in this State to combine for the purpose of establishing and maintaining a central graded school for the benefit of said district, upon the application therefor to the Directors of the districts thus proposed to be united, signed by at least ten resident free holders of each of the districts thus proposed to be consolidated, it shall be the duty of the Clerk or Directors of the districts to put up notices in the same manner as required for change of district boundaries, and the question shall be submitted to and decided as other questions at the annual meeting of the districts; and if a majority of the voters in each of the districts thus voting be in favor of establishing such school, the Presidents of the various Boards shall call a special meeting by twenty days' notice posted in at least five public places in each of the districts thus combined, and submit to the voters thus assembled the question of location of site and amount to be expended in the construction of buildings therefor, and thereafter the central district as thus established, shall be controlled as directed in Sections 7056 and 7057." These sections simply tell how school districts in general shall be controlled, so that after the central district is once formed, it is managed about as any other district. The remarkable thing about this provision is that it was never used for the establishment of High Schools; in fact after being in the Statutes for more than twenty-five years only one High School has been established directly under its provisions.

(d) The laws of 1901 made provision for "consolidated districts" and they were amended in 1909 to read as follows: "Three or more common school districts, or a village district

having less than two hundred children of school age by the last enumeration, together with two or more adjoining districts, may be consolidated into a new district for the purpose of maintaining both primary schools and a High School by proceedings had in accordance with the provisions of section 10837." (This section simply gives the details for the organization of a new district.) "When such new district is formed it shall be known as 'Consolidated District No.— of ——— County,' and shall organize at a special meeting within fifteen days after the formation thereof; such organization and the government of such consolidated district shall be under and in compliance with the laws governing town and city school districts." The law provides for an organization with six Directors with the same powers and duties as those of the ordinary cities and towns of the State.

3. *Early High Schools.*—(a) *St. Louis.*—The First High School in the State was organized in St. Louis in the winter of 1852-3. It was located in the old Benton School. The school was opened the first Monday in February, 1853, with about seventy pupils. The students were admitted only after a very rigid examination and by the end of the year 1854 the school had enrolled one hundred ten pupils. The policy of requiring a rigid examination of the pupils from the elementary school was continued till the Superintendentcy of Dr. Soldan. The theory being that only select students should attend the High School, consequently a mere graduation from the elementary school was not considered sufficient evidence of the capability of the pupils to admit them to the High School. The first High School Principal was Mr. John D. Low, A. M. The school had a full four years course which was as follows: Higher Arithmetic, Grammatical Analysis, Compo-

sition, Elementary and Higher Algebra, Plane and Spherical Geometry, Trigonometry—including Mensuration, Surveying and Navigation—Latin and German. In commenting upon the course it was suggested that Drawing and Greek ought to be taken up at once, and Natural Philosophy and Chemistry as soon as the new laboratories were finished in the High School building which was then in course of erection. The building was completed in 1855.

The program of 1863 for the St. Louis High School was as follows:

I. GENERAL COURSE.

First Year: Algebra, German or Latin, English Analysis $\frac{1}{2}$; Physical Geography $\frac{1}{2}$; Drawing.

Second Year: Geometry, German or Latin; Natural Philosophy $\frac{1}{2}$; Chemistry $\frac{1}{2}$; Bookkeeping $\frac{1}{2}$; Ancient Geography $\frac{1}{2}$; Drawing.

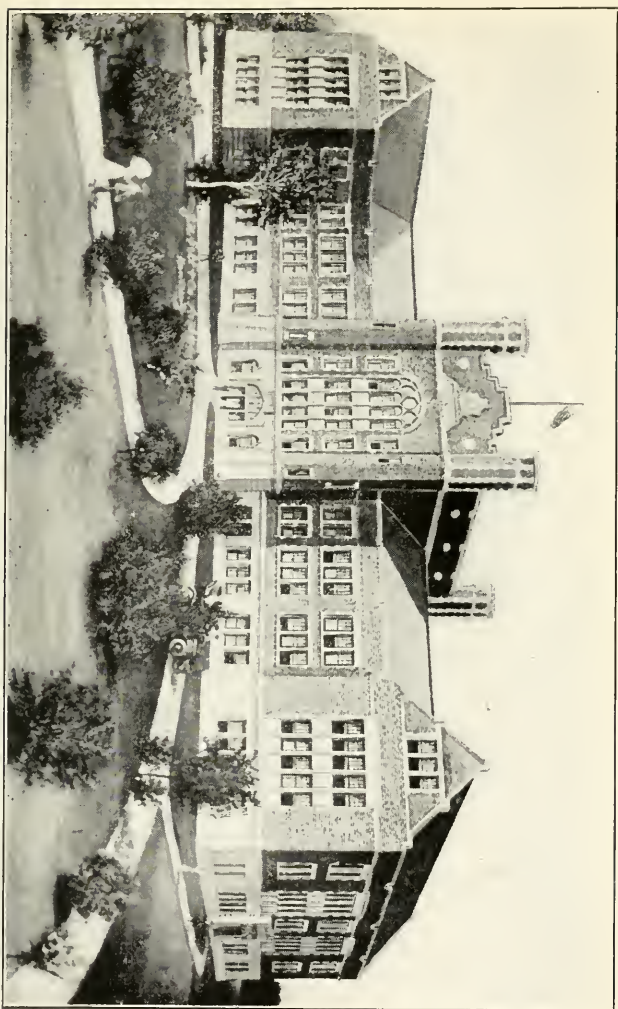
Third Year: Plane Trigonometry or Botany $\frac{1}{4}$; Mensuration and Surveying or Zoology $\frac{1}{4}$; Spherical Trigonometry and Navigation or Zoology $\frac{1}{4}$; Civil Engineering or Botany $\frac{1}{4}$; Physiology $\frac{1}{2}$; Anatomy $\frac{1}{2}$; Latin or French and German; History, Ancient, Middle Ages and Modern.

Fourth Year: Analytical Geometry $\frac{1}{2}$; Calculus $\frac{1}{2}$; Shakespeare $\frac{3}{4}$; Latin or German and French; Intellectual Philosophy $\frac{1}{2}$; Moral Philosophy $\frac{1}{2}$; English Language and Literature $\frac{3}{4}$; Geology $\frac{1}{4}$; Constitution of the United States $\frac{1}{4}$.

II. CLASSICAL COURSE.

First Year: Algebra, Latin, English Parsing and Analysis $\frac{1}{2}$; Drawing; Physical Geography $\frac{1}{2}$.

Second Year: Latin, Greek, Geometry $\frac{1}{2}$; Ancient Geography $\frac{1}{2}$; Drawing.



Maryville Normal School.

Third Year: Latin, Greek History.

Fourth Year: Latin, Greek, Shakespeare $\frac{3}{4}$; English Language and Literature $\frac{3}{4}$; Constitution of the United States $\frac{1}{4}$.

The above courses are interesting in as much as they demand more for graduation, particularly in Languages and Mathematics, than is now required in any of the St. Louis High Schools. This requirement was made in 1863 before any other High School had been established in the State and it sounds much more like the demand of a College than a High School.

(b) *St. Joseph.*—The City of St. Joseph established a High School in 1866, but the first course of study as offered for that High School is not available. The course of study as prescribed for the year 1869-70 was: Higher Arithmetic; English Analysis; Physical Geography; Algebra; Geometry; Natural Philosophy; Astronomy; Chemistry; Physiology; General History; Geology; Rhetoric; Political Economy; Constitution of the United States; The Ancient Languages; French and German. Students were not admitted to the High School until they had completed, in a satisfactory manner, the course of study as outlined for the district schools. The subjects above mentioned were arranged in such a way as to require four years of work for their completion. Superintendent Neely in commenting upon the course said that it was sufficient to meet the entrance requirements of any College in the country.

(c) *Kansas City.*—The first Kansas City High School was established in 1867, but the course of study which was first required seems to have been lost. The first one in the pub-

lished reports of the City system is for the school year 1869-70, it is as follows:

First Year: English Analysis; Physical Geography; High Arithmetic; Higher Algebra; Natural Philosophy and Latin or German.

Second Year: Higher Algebra; Geometry; Outlines of Universal History; Chemistry; Geology; Latin or German, and Greek.

Third Year: Trigonometry or Physiology; Astronomy; Surveying or Botany; Rhetoric; Latin or German; and Greek.

Fourth Year: Rhetoric; English Literature; Analytical Geometry; Mental Philosophy; Moral Philosophy; Latin; Greek, and the Constitution of the United States.

Before students could be admitted into the High School, they were required to undergo a thorough examination in Arithmetic, Geography, English Grammar, Physiology and the History of the United States. It seems that the theory here is the same as that we noted in St. Louis, namely, that the students should be admitted into the High School only after they had shown some considerable ability in the mastery of the common school subjects. This would give only promising students the opportunity of taking the High School course. For the year mentioned only twenty-one students passed the examinations for admission to the High School. Superintendent Phillips in his report for this same year complained that a majority of the pupils admitted for that year, were withdrawn before its close. And for a number of years it was a considerable problem to maintain the High School. At one time the High School course was reduced to two years on account of the lack of funds to run for a longer period; however this condition continued for a short time only.

(d) *Other High Schools*.—Among the other towns to establish High Schools soon after these may be mentioned Lexington, Joplin, Carrollton, Springfield, Jefferson City, Independence, Hannibal, Mexico and Warrensburg.

4. *Growth of High Schools*.—(a) *Four Year High Schools in 1889*.—Superintendent Coleman reported the following towns as maintaining four year High Schools in his report for 1889: Boonville, California, Carthage, Carrollton, Cassville, Grant City, Hannibal, Harrisonville, Houston, Kansas City, Lathrop, Lebanon, Macon, Marshall, Maryville, Mound City, Oregon, Poplar Bluff, Princeton, St. Joseph, St. Louis, Salem, Salisbury, Savannah, Springfield, Trenton and Walker. In addition to the above he reported thirty-eight towns as having three year High Schools and about sixty-five towns as having two year High Schools.

(b) *University List 1890*.—The University List for 1890 included nineteen High Schools and five Academies as affiliated schools under the agreement of 1887. These schools and academies were located principally in the cities and larger towns. For the year above mentioned ten thousand eighty-six students were in attendance in these schools and nine hundred eighty-two were graduated.

(c) *University List for 1898*.—The University List for 1898 included seventy-six High Schools and Academies, only a few being Academies, and as many more were applying for approval. For this year the schools enrolled twenty-one thousand six hundred nine students and two thousand three hundred thirty-four were graduated.

(d) *University List for 1909*.—The University List for 1909 included one hundred twenty fully accredited High Schools and twenty-four partially accredited High Schools

doing at least twelve units of preparatory work. There were also twenty-three Academies and other schools doing secondary and collegiate work on this list. It should be noted that the above figures do not include the whole University List but only those schools situated within the State.

(e) *State Superintendent's List for 1909.*—The State Superintendent's Report for 1909 gave a list of one hundred fifteen first class High Schools, forty second class High Schools and seventy-seven third class High Schools, making in all two hundred seventy classified High Schools. The State Superintendent also reported that there were no less than four hundred twenty schools in the State doing some High School work. He reported for the year 1909 thirty-four thousand seven hundred forty-one High School students, four thousand one hundred sixty graduates and one thousand six hundred fifty-one teachers engaged in teaching High School subjects.

Taking the two dates 1890 and 1909, a period of nineteen years, we have the increase in High School attendance balanced against High Schools and Academies for 1890 to be 345 per cent, and the number of graduates for the same period and the same conditions to be increased about 415 per cent.

5. *Inspection and Accrediting of High Schools.*—(a) *The University.*—We have already referred to the fact that the University of Missouri by accepting the plan of co-operation as adopted by the State Association of 1887 virtually provided for a plan of accrediting High Schools. It will be remembered that the Committee in reporting upon that matter referred to the Michigan scheme. It is proper to state that the University of Michigan very early adopted the University of Virginia plan of organization, which included the establishment of secondary schools under the control and direction of the Uni-

versity. Michigan established such schools and in 1871 adopted a regular accrediting scheme, which provided for the inspection of the secondary schools by members of the regular Faculty of the University. This was the plan which led the Committee of the State Teachers' Association to suggest the scheme for co-operation as above discussed. When Dr. Jesse became President of the University he saw the force of the argument of the State Teachers' Association for the establishment of High Schools and also the values of such a plan of co-operation, and immediately set about to put it into operation. It might be well to add in this connection that in addition to the keen foresight of Dr. Jesse his training in the University of Virginia may have had something to do with his adoption of the plan. At any rate the University put an Inspector into the field, whose business it was to visit and inspect the High Schools of the State. After the formation of the College Union the parallel courses as described in that chapter became the standards for High Schools, and the University inspected them on that basis.

(b) *State Inspection*.—The General Assembly at its session in 1903 provided for the inspection of High Schools by the State Superintendent or a Deputy in connection with his office. The amended laws of 1909 are as follows:

“Sec. 10923. Classification of High Schools—Work to be accredited.—The State Superintendent of Public Schools shall have authority to classify the public High Schools in the State into first, second and third classes and shall prescribe minimum courses of study for each class: Provided, that no school shall be classed as a High School of the first class which does not maintain a four years course of standard work in English, Mathematics, Science and History for a term of at least nine

months in the year, and which does not employ the entire time of at least three approved teachers in High School work; that no school shall be classed as a High School of the second class which does not maintain a three years course of standard work in English, Mathematics, Science and History for a term of at least nine months in the year, and which does not employ the entire time of at least two approved teachers in High School work; that no school shall be classed as a High School of the third class which does not maintain a two years course of standard work in English, Mathematics, Science and History for a term of at least eight months in the year, and which does not employ the entire time of at least one approved teacher in High School work. All work completed in an accredited High School shall be given full credit in requirements for entrance to and classification in any educational institution supported in whole or in part by State appropriations."

Sec. 10924. High Schools Inspected by State Superintendent.—For the purpose of classifying High Schools and having their work accredited by higher educational institutions, the State Superintendent of Public Schools shall, in person or by deputy, inspect and examine any High School making application for classification, and he shall prescribe rules and regulations governing such inspections and examinations, and keep complete record of all inspections, examinations and recommendations made. He shall, from time to time, publish lists of classified High Schools: Provided, he may drop any school in its classification if, on re-inspection or re-examination, he finds that such school does not maintain the required standard of excellence."

In accordance with the above provisions the State Superintendent now inspects practically all of the High Schools in

the State. This work was commenced in earnest in 1907 and by the close of 1909 the larger number of High Schools applying for inspection had been inspected and classified. Since this work bids fair to solve the problem of classifying the High Schools of the State fully and also determining the efficiency of work in them, it seems worth while to point out in some detail the standards prescribed by the State Superintendent for the various classes of High Schools under the provisions of the sections of the School Law as quoted above:

Classes of High Schools Defined.—"A third class High School must require for graduation eight units; a second class twelve units; a first class sixteen units."

Unit Defined.—"By a unit is meant one year's work in a subject, recited five times a week, for a period of not less than forty minutes."

General Requirements for all High Schools.—"Before any School can be approved it must be inspected, and meet the following standards: (1) The buildings and rooms must be adapted to their respective uses; (2) the library must be adequate for reference and for supplementing the class work in Literature, Science and History; (3) the school must have laboratories well equipped for teaching the Sciences; (4) no pupil must be admitted (except conditionally) to the High School unless he has finished the common school course; (5) no pupil must be graduated until he has completed the minimum requirements; (6) every teacher must be a graduate of a creditable Normal School, College or University, or have a State certificate covering the subjects he or she teaches, and, in addition, must have made special preparation for the work assigned; (7) every teacher's work must stand a satisfactory test of inspection along the lines of interest of pupils and de-

velopment of subjects; (8) schools will be approved not as a whole but by subjects; then a school may be given a list of the subjects approved."

Third Class (Two Year) High Schools.—Before a High School can be considered a third class High School it must meet the following general requirements. It must maintain a term of at least eight months, require eight units for graduation and have not less than one teacher giving all of his time to High School classes. The school must also provide a library and laboratory equipment sufficient to do good work.

Course of Study for Third Class High Schools.—Constants—"Of the eight units required for graduation, two must be English, two Mathematics, one History and one Science."—Electives—"The other two may be elected as follows: Two Latin, one more in Science, one more in History and one in review."

Second Class (Three Year) High Schools.—Before a High School may be considered a third class school it must meet the following general requirements. It must have a nine month's term: its course must be three years in length, including twelve units of work, and at least two teachers must give all their time to teaching High School subjects.

Course of Study for Second Class High Schools.—Constants—"Eight units are constant: English, three; Mathematics, two; History, two; Science, one."—Electives—"Four units must be elected out of the following: one in Mathematics, one in History, two in Science, two or three in Latin, two in German and one in reviews."

First Class (Four Year) High Schools.—In order that a school may be classified as a first class High School it must have the following general requirements. Not less than three

teachers must give all their time to teaching High School subjects. The school must have a term of nine months and the course of study be four years in length, requiring sixteen units for graduation.

Course of Study for First Class High Schools.—Constants—“There are eleven units of constants as follows: English, four; Mathematics, three; History, two; Science, two.”—Electives—“The electives are as follows: one in Mathematics; two in History; two in Science; three or four in Latin; three in German; two in Greek; one in Business; one in Pedagogy; one in Manual Training or Domestic Science; one in Drawing and one in reviews.”

6. *Support of High Schools.*—The laws of the State make no special provision for the support of High Schools. They are maintained from the revenues provided for the general support of public schools. We have discussed the sources of this revenue in the Chapter on Elementary Schools, consequently there is no need for any further account of it here.

CHAPTER III.

NORMAL SCHOOLS.

I. AGITATION TO ESTABLISH NORMAL SCHOOLS BETWEEN 1842 AND 1860:

(A) *Minor's Administration.*—1. In 1842 Superintendent Minor, in making the second report of the State Superintendent of Public Schools, has a somewhat extended discussion on the topic "Encouragement of Teachers" in which he discussed the needs of the teachers of the State. Among other important things he pointed out that it was highly desirable that teachers should receive some specific training for their profession. This training could best be obtained in Monitorial and Normal Schools. He called attention to the fact that such schools had been established in nations where education had been most intelligently fostered. Specifically he cited Holland and Prussia as among the first nations to undertake the direct training of teachers. He thought the Normal School would do more to bring about efficiency in the administration of the common school than any other one agency, consequently the Legislature was urged to make provision for such a school.

2. Again in his report January 4, 1845, this being the third report, Superintendent Minor urged the General Assembly to establish Normal Schools as follows: "I respectfully recommend to the General Assembly the establishment and maintenance, at public expense, of a Normal

School (a school for the education of teachers,) in which a selection should be made from the pupils, of children distinguished for their intelligence. To insure to the public the benefits of this institution, it would be well to require of each pupil, before he enters, a guarantee, that when he finishes his courses of studies, and is declared by the principal of the institution duly qualified, he shall teach in some township or district school, for a certain length of time, and he should also receive the assurance that his services should be entitled to priority over other competitors of equal attainments. The expense of this institution could easily be defrayed from the proceeds of the State School Fund, and it would have the effect of producing not only efficiency in the teachers employed but uniformity in the mode of instruction."

(B) Martin's Administration.—1. Superintendent Martin in the fourth report of the State Superintendent submitted November 16, 1846, has the following statement concerning a Normal School, "I cannot refrain from again introducing to the notice of the General Assembly the prevalent opinion, that a school for the education of young men to be employed hereafter as teachers, would be of almost incalculable benefit to our common school system. Several of our sister States have adopted the plan, and derive great and essential benefits from it; indeed, the advantages to be derived from having the youth of the State taught by men of known character and morals, are so obvious that it is not deemed necessary to advert to them."

(C) Ewing's Administration.—1. Superintendent Ewing in the sixth report of the State Superintendent submitted to the General Assembly December 30, 1850, referred to the

fact that the General Assembly in 1849 had passed an Act authorizing the University to establish a Professorship of "Theory and Practice of Teaching" and \$1,000.00 had been appropriated for the expense of the same, but the department was not established by the University at the time of the report, and in fact was not established until 1867 and formally opened in the fall of 1868. In commenting upon this legislation Superintendent Ewing expressed the opinion that a department of Normal Instruction established in connection with the University would not do very much to solve the problem of securing teachers for the common schools. The plan would be a failure because prospective teachers would not be willing to go so far to school, or to put in the time required in the plan as outlined, and moreover the requirement that the teacher should bind himself to teach two years after leaving the University would be asking too much of the student for the remuneration of the ordinary common school. Mr. Ewing urged that Normals should be established without so many limitations and nearer to the people.

2. Superintendent Ewing in the seventh report, submitted January 6, 1853, called attention to the fact that the State should establish Normal Schools for the training of teachers. He urged their establishment on much the same grounds as the other Superintendents had done, calling attention to the fact that the German States, and several of the States in the Union had established Normal Schools as a means of securing efficiency in the management of the common school. He recited the fact that there was nothing at present in the school system of the State to prepare the teacher for his work, the result being that inefficiency and waste was apparent everywhere in the work of the elementary school.

(D) Henry's Administration.—1. Superintendent Henry in the eighth report of the State Superintendent of Common Schools, submitted in 1854, again called attention to the fact that the University had not established the "Normal Professorship," and he urged earnestly the necessity for the establishment of a Normal School, saying that no State school system can be perfect without such an institution. He thought it might be worse, if possible, for children to be instructed by inefficient teachers and "indolent drones" than to have no instruction at all. He urged that the Normal had passed beyond the experimental stage and that there was no further reason for delay in the matter of establishing them for the State.

(E) Davis' Administration.—1. Superintendent Davis in submitting the ninth report of the State Superintendent on November 5, 1855, quotes an Act, introduced by a Mr. Carson in the Senate at the preceding session of the General Assembly. The Act was entitled "An Act to encourage education in this State," and it contained nineteen sections. This Act was introduced to carry out the provisions of the Act of 1849 for the establishment of a Normal Department in connection with the University, and is exceedingly interesting in all of its provisions, but the limits of space here restrict us to noting only the essential factors in the bill.

(a) Selection of Students.—"Section 1. The County Courts of the several counties in this State, shall, during the regular term of their respective Courts, in the month of May, 1855, and every two years thereafter, select one boy, not less than sixteen years of age, of intelligence, steady habits, and good moral character, as a candidate for admission into the University of the State of Missouri."

(b) *Pledged to Teach*.—"Section 2. Said candidates, when selected, shall be sent to the University, at the commencement of the next session thereafter, and remain and be boarded at the expense of the State, for four years, under his written pledge, filed with, and recorded by the Secretary of the Board of Curators, in a book to be provided for that purpose, that he will, at the expiration of the said four years, return to the County from which he was sent, and employ himself in teaching a Common School for the space of two years."

(c) *Duplicate Reports*.—"Section 3. Duplicate reports of said selections shall be made out by the Clerks of the County Courts of the respective Counties in which selections are made, under the seal of said Courts, one to be filed with the State Superintendent of Common Schools and one to be filed with the Secretary of the Board of Curators of the University."

(d) *Free Tuition, etc.*.—"Section 5. It shall be the duty of the President of the University, when he shall be satisfied that any applicant has complied with the requirements of this Act, and is entitled to the benefits of the term, to admit such applicant to all the advantages, privileges and immunities of such institution, free of charge."

(e) *State Revenues Appropriated to meet the expenditure*.—"Section 8. For the purpose of meeting the expenditures which may be incurred under the preceding provisions of this Act, it shall be the duty of the State Treasurer to set apart, out of the twenty-five per centum of the State revenues appropriated for the support of common schools, annually, for the first two years the sum of \$15,000.00, and such sum annually, thereafter, as may be necessary to meet the expenditures under this bill, not to exceed \$30,000.00 per annum."

(f) *Students to refund the money*.—"Section 11. Each

student availing himself of the benefits of this Act shall be held and bound to refund and pay back to the State, the amount which may have been expended for his benefit under the provisions of this Act.”

The Student was required to give a bond for the payment of the funds mentioned above, which bond was filed with the State Treasurer and was due and payable eight years from date. In the default of payment the Attorney-General or any Circuit Attorney might proceed to collect the bonds according to law and in all cases of collection the money was to be put to the credit of the Common School Fund. In addition to the above the President of the University was authorized to provide suitable grounds and buildings to be leased or rented to the students who were enrolled in the University under the provisions of this Act.

Of course all of this sounds quite fanciful to us now but Superintendent Davis recommended the above bill as one that appealed to him as “practical, and with all, entirely within the reach of the pecuniary capacities of the State.”

(F) Stark's Administration.—1. In 1856, at the first meeting of the State Teachers' Association, a resolution was passed advocating very strongly the establishment of Normal Schools. This resolution has been quoted in connection with the first meeting of the State Association and will be found in the chapter on Teachers' Associations rather than here, as it seems desirable to have so important a topic appear in its proper historical setting.

2. *Memorial to the General Assembly.*—The State Teachers' Association submitted an elaborate Memorial to the General Assembly in November, 1857. This Memorial is very elaborate and discusses the whole Normal problem in such a

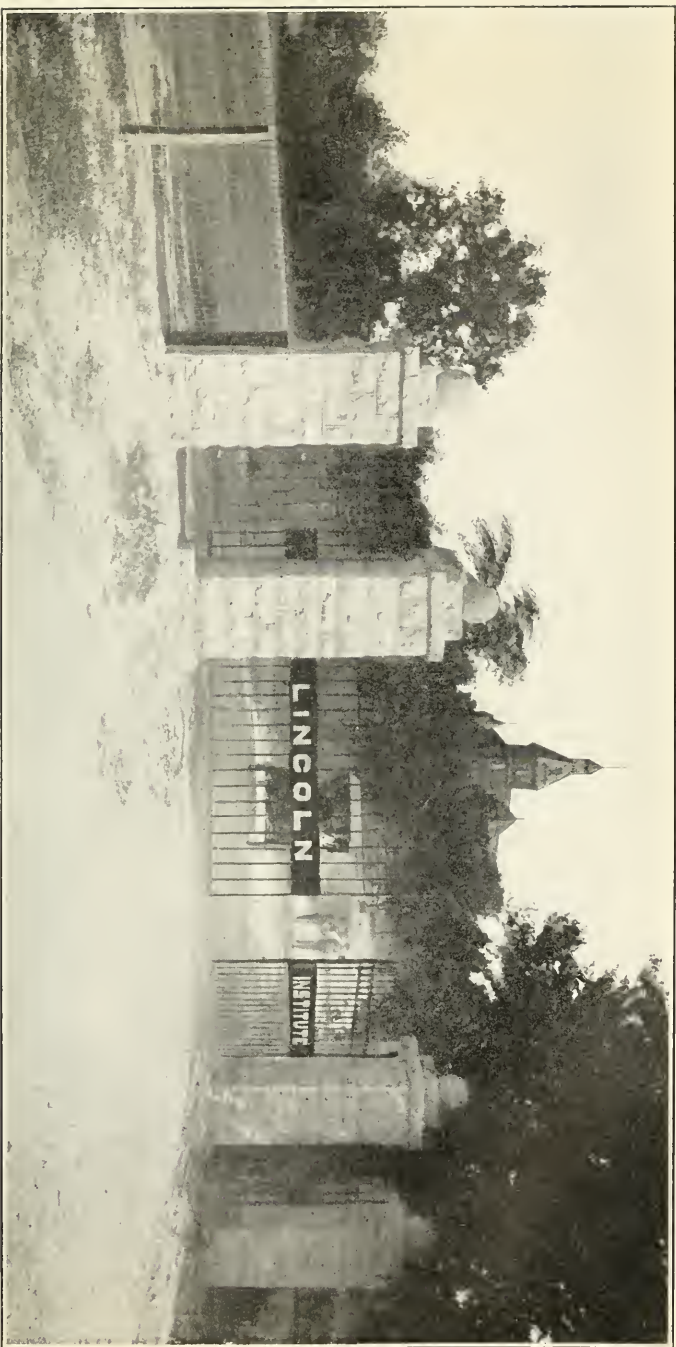
thorough going way that it seems worth while to quote it in full as follows:

“To the Honorable, The General Assembly of the State of Missouri:

The undersigned were appointed a committee by the State Teachers' Association, to memorialize your Honorable Body upon the subject of establishing a State Normal School; and we do respectfully, but earnestly, solicit your attention to a brief exposition of facts and arguments in support of such a measure.”

Value of Popular Education.—“It would be a waste of labor on our part, and time on yours, for us to show that popular education lies at the foundations of personal, social and political prosperity. The repeated Acts of the Legislature, during a series of years, evince not only a high appreciation of the claims and advantages of this subject but a disposition to furnish liberal encouragement to every enterprise whose legitimate object is the promotion of this noble cause — — — — —”

Need of Trained Teachers.—“The more intelligent friends of education, throughout the country and districts, look about in vain for a class of persons whose talents and acquirement fit them for the noble and responsible office of teacher. Nor is it a matter of wonder that this state of things should exist. The inducements are not sufficient to incline those who have spent a small fortune in the acquirement of a liberal education, to devote their lives to the business of teaching. On the other hand, those who are poor have had no means or opportunity of preparing themselves for this or any of the learned professions. Not one in ten, perhaps not one in a hundred, of those who minister in the little temples of learning—the common



Lincoln Institute, Jefferson City.

school houses of Missouri—has ever dreamed of making his employment a life business.”

Teaching a Stepping Stone.—“A large number regard the school house as a mere stepping stone to something which is higher in its social position, or more remunerative in its reward; a kind of vestibule to the more showy temples of physic, law or divinity. Many others entered the school house because it seems to them an easy method of replenishing an exhausted purse; but in neither case, is there any motive to establish a reputation of a first class teacher. These classes constitute the rule to which there are noble exceptions of such as have thoroughly qualified themselves for the task, who become permanently located and devote their energies to this glorious cause. Under these circumstances, our whole system of common school education will partially fail in the accomplishment of its object, and ultimately fall into disrepute and merited contempt unless some plan is devised to supply a class of educated teachers. Is it a strange thing that persons should need preparation for the right performance of a most delicate and difficult task? The physician, the lawyer and the clergyman must each serve years of apprenticeship to hard study before he is considered fit for the office to which he aspires. Where health or property or morals are concerned, the practitioner must be learned in his business, but where all three are at stake, these precautions are neglected simply because the subjects are children. The same inconsistency is not found in supplying the physical wants of children. They must be well fed and clothed, and none but a good shoemaker, tailor, or dressmaker, can aid in the supply of their wardrobes; but when the immortal spirit—the only part that makes

us kin to Deity—is to be nurtured, trained, and fitted for its high destiny, nature's poorest apprentice is frequently thought sufficient for the task, provided he has the single qualification of working cheap."

The Remedy.—"The only true remedy which suggests itself to your memorialists, for the great defect in our educational system, is the establishment of a State Normal School, for the training of both male and female teachers, where tuition should be furnished without charge. In such an enterprise we should not be following an uncertain light, or trying a doubtful experiment. The first institution of this kind in the United States was established in 1839; since which time they have extended into nearly half the States in the Union. Wherever they have been faithfully tried there is but one opinion respecting their character and influence. They are regarded as the best, nay, the only means of rendering the public school system truly efficient and valuable."

Statesmen Advocate Normals.—"The most enlightened statesmen of this country, who have studied their character and witnessed their results, have spoken of them in terms of unqualified commendation. Governor Wise of Virginia, Daniel Webster, John Quincy Adams, and a host of others, might be quoted on this point, if it were necessary."

Not Possible to Graft Normals on other Institutions.—"As long ago as 1825 that noble philosopher and statesman, DeWitt Clinton, who was then Governor of New York, recommended the establishment of such an Institution in that State. — His views were over-ruled by the Hon. John C. Spencer and others; and, as a substitute, they attempted the system upon the Colleges and Academies, by establishing beneficiary scholarships. This attempt to mingle oil and water, or, to

graft the apple upon the oak, was continued about twenty years, at an expense of several hundred thousand dollars, when Governor Marcy and others, pronounced the whole scheme an utter failure, and Normal Schools were incorporated instead. The experience of grafting Normal Schools upon other literary and scientific institutions, has been tried in Germany, long ago, and with precisely similar results. It would be no less compatible with sound philosophy to attempt the union of a medical, law and theological school all under the same Faculty. — — — — —”

Funds for the Support of the Normal.—“The amount necessary for the establishment of such an institution in Missouri, is so inconsiderable that your memorialists cannot believe this will be a serious obstacle with the Legislature. An annual expenditure of eight or ten thousand dollars will be sufficient to secure the services of an able corps of professors and teachers, who will give instructions to several hundred teachers, both male and female. If it were deemed best, even to withdraw the necessary amount from the State School Fund, it would not amount to a reduction of more than three or four cents, annually, from the portion of each child; and for this there would be three or four hundred teachers in the course of preparation for the work of instruction. If however there is a disposition to preserve the integrity of the present school fund, then we would confidently hope that the small amount necessary to perfect our system of popular education would be cheerfully voted from the general treasury. — — — — — Your memorialists do not imagine that it would be necessary for the State to incur any further expense than that which would be sufficient to pay a competent board of instructors. There are towns in Missouri, conveniently situated, that would

doubtless be willing to furnish means for suitable buildings and furniture, in order to secure the location of such an institution.”

Teachers now Supplied from other States and Institutions.—“In our own State there are peculiar and pressing reasons for educating our own teachers. As the matter now stands, a large majority of the educators of Missouri come from other parts of the Union and the world. All our High Schools and Female Seminaries make an annual pilgrimage to the East, to supply themselves with teachers. We have not a word of complaint to utter respecting these teachers. It is not their fault, but our misfortune that we are compelled to look beyond our own limits for necessary aid. Nor do we anticipate such a result as came to the Britons, when they called in their Saxon neighbors. Still, we believe it would be wiser, more just and economical, to encourage home manufactures, and select those who are ‘native to the manor born’, and bred up in the habits, manners, sympathies and opinions of our own people. We have talent enough; we only lack the means of development and preparation. There are thousands of young females now in Missouri, possessing all the talent and capacity for this noble calling; but with no encouragement from the State our public institutions, their limited means will not allow them to undertake the work of thorough preparation. We speak of females now, because in primary classes especially, they are the best instructors in the world; and further, because modern improvements have cut them off from almost every profitable employment. What with spinning jennies, power looms, and sewing machines, the poor girl looks about almost in vain for a suitable avenue to an honest livelihood and decent competence. The same is true to some extent

with the other sex. Hundreds and thousands of young men with native talent and capacity enough to fit them for any employment, but chained down by the hard hand of poverty, go through a long life-struggle in their efforts to seek some field of employment congenial to their tastes. The learned professions are crowded to depletion, and that which should be the most learned and valuable of all is brought 'so low, that none will do it reverence.' These are just the persons, of both sexes, that with a little encouragement, will prepare themselves for the high and holy mission of teacher. If you will but supply them with tuition, they will furnish their own means of living whilst they are in course of preparation for the duties of their profession."

The values of the Normal.—"The effect of such an institution as we speak of would be two-fold. First, to elevate the character and increase the qualifications of professional teachers, and through them, to induce a healthier sentiment in the community, and a higher appreciation of the advantages to be derived from a good education. It is of but little use to send round an agent to find fault with the present system until we can propose a suitable remedy. We might as well have abused the sickles and flails of twenty years ago, as very inadequate to the wants of the farmer. They were the best tools he had, and whilst that was the case he was content. But since the reaping and threshing machines have come into use they have worked a revolution in this department of husbandry, and we need not now send round a missionary to persuade farmers to dispense with the old fogysm of the sickle and the flail. So in the department of education, if you will supply a class of well qualified teachers, they will not only be employed, but paid according to their real worth, whilst the old sickles and

flails that refuse to be transformed into better machines can be worked over into hoe handles and horseshoes.”

Finally your memorialists would earnestly beseech your Honorable Body that whilst you are legislating for the common weal of this great Commonwealth; whilst lending your aid by the enactment of laws and the appropriation of money to develop its material resources, you will not overlook the only true wealth of every State, to be found in the intelligence and virtue of its citizens: and for this we will ever pray.

In behalf of the Committee,

J. L. TRACY, Chairman.”

3. *Discussion of the Memorial in the State Teachers' Association.*—At the third session of the State Teachers' Association held in Jefferson City in July, 1858, the Committee which had submitted the above Memorial to the Legislature made its report. This report occasioned a very earnest and at times almost a bitter discussion in the Association, because of the fact that there was no unanimity of opinion as to the basis on which a Normal School or Normal Schools should be established in the State. Among those participating in the discussion were President Laws of Westminster College, Professor Swallow of the State University, Mr. Edwards who was Principal of the St. Louis Normal, which had been established in 1857, Mr. Baker who was the State Agent of the Association and Mr. Tracy who submitted the Memorial. Among other means of securing public sentiment for the establishment of Normal Schools it was agreed that each Vice-President of the Association should make one address for Normal Schools and Teachers' Institutes in each County. At this time the organization of the State Association provided for one Vice-President from each Congressional District, consequently this plan pro-

vided for the Vice-President to visit all Counties of his District.

4. *Stark's Reports.*—In each of Superintendent Stark's Reports to the General Assembly he discusses the values, the history and ways and means of securing Normal Schools for the State. In a general way his discussions are either recapitulations or elaborations of the facts set out in the Memorial which we have already quoted, therefore it does not seem necessary to go into these discussions in any detail. Superintendent Stark did not believe that a central Normal School would be sufficient for the needs of the State but he was willing to acquiesce in the establishment of one with the hope that others might be established later. He also advocated that the Normal Schools might well be supported from the State moneys, in as much as the Normal School would be a means of securing an economical expenditure of the remainder of the money which would be appropriated to the various common schools. He thought that not more than six per cent. of the annual appropriation should be used and believed that this amount would support some four or five good Normal Schools in different parts of the State.

5. *Plan for a State Normal College.*—A plan was submitted to the Legislature in January, 1859, for the establishment of "a State Normal College." We have already referred to the fact that Superintendent Stark thought this bill might be worth passing, but it would only be a start in the matter of Normal Schools. The more important provisions of this bill were as follows: "Section 1. Authorizes the location of the Institution by the State Board of Education, which was created in the bill. The second section makes the State Superintendent of Common Schools the Secretary of the Board. The

fourth section names the object of the College, 'to qualify teachers for the common schools of Missouri.' The fifth section provides for the appointment of a general agent, whose labors would be devoted to the permanent establishment and endowment of such College. The sixth section gives authority to the Board to appoint a President, Professors and Teachers, fix their salaries, and otherwise direct the management of the Institution. The seventh section provides for a male and female department, and for the instruction free of charge, of one Normal pupil from each County in the State, and one for each Representative in the lower house of the Legislature; each pupil after graduating, to teach school in the State two years—an obligation which, for good cause, may be annulled. The eighth section authorizes County Courts to appropriate Swamp Lands to the endowment of said College; the ninth provides for the election of a President and Treasurer of the Board; the eleventh gives the Board authority to designate the age and qualifications of matriculates. The twelfth authorizes the County Commissioner, or, in his absence, the County Clerk, to examine applicants for admission with reference to moral character, and the County Court, if County aid is afforded, to require an obligation to teach in the County. The thirteenth section appropriates five thousand dollars from the Common School Fund, to assist in the erection of suitable buildings; and six thousand dollars, annually, to pay salaries and other expenses."

6. *Plan for Central and District Normals.*—In 1860 a plan for one central Normal with four outside or district Normals was submitted to the Legislature for its consideration. The Committee of the State Teachers' Association having in charge the matter reported back to the Association that there

seemed to be no great opposition to the bill but on account of so many other important matters being before the Legislature they could not get a decent hearing on this subject. It seems worth while to give a synopsis of this measure in as much as it is the last one submitted before the Civil War.

(a) *Districts*.—The State was to be divided into five districts, consisting of one central and four outside districts, embracing respectively the Northeast and Southeast, Northwest and Southwest sections of the State.

(b) *Management, Etc.*—A State Board of Education is named in the bill, with the Superintendent of Common Schools, and the Attorney-General as members ex-officio. This Board having authority to locate the central or parent College in the central district. This institution was to open its doors to students from all parts of the State, and to receive for its support a sum not exceeding three per cent. of the annual state school money. The Board had authority also to locate the district Normals, when a respectable petition from a majority of its Counties, accompanied with a proper guarantee of grounds and buildings, was presented. The district Normals were to have all the powers and privileges of the central or parent institution, and entitled to a sum not exceeding six per cent of the annual State school moneys going from such district for its support.

(c) *Organization and Control of District Normals*.—When the preliminary conditions were complied with by a district, the bill made it the duty of the Governor to appoint five additional members of the Board of Education from such district, who, together with the parent Board, shall proceed to locate the College and take the necessary steps for putting it into operation. The five members of the Board, appointed from the district, were to constitute a local Board of curators

to manage the pecuniary affairs of the district college, but to secure uniformity, all matters pertaining to the appointment of Professors, Course of Study, Text Books, admission of students, etc., to be determined by the State Board of Education, in which each district would have an equal representation.

7. *Summary*.—It seems entirely possible that the agitation during the period closing with 1860 would have brought the desired results in the matter of establishing Normal Schools, for all the time there had been a growing sentiment in their favor. One of the serious drawbacks was that educators themselves could not agree upon the best plan for the establishment of the school. This prevented any concerted action on the part of the friends of education in the State, and consequently the necessary pressure could not be made on the State Legislature, notwithstanding the fact that several able Memorials were presented and some meritorious bills introduced into the General Assembly. Of course on the whole the subject was relegated to the back ground when the Civil War came on just at the time when we have every reason to believe the establishment of Normal Schools was about to be accomplished.

II. CIVIL WAR PERIOD.—The Civil War came on and put an end to all discussion and agitation about Normal Schools; in fact as we have already observed all of the Schools of the State, both public and private, were suspended during a large part of the time between 1860 and 1865. The most exasperating thing about this with reference to schools was, that public sentiment had to be worked up again for them, and with reference to Normal Schools very much the same agitation had to be carried on again which has been noted in the preceding paragraphs.

III. AGITATION FOR NORMALS BETWEEN 1866 AND 1870:

(A) *Parker's Administration.*—1. *Second Memorial of the State Association.*—In June, 1866, the State Association met in St. Louis. At this meeting a Committee was appointed to prepare a Memorial to be submitted to the next meeting of the State Legislature. The Committee was composed of W. T. Harris, Ira Divoll, E. B. Neely, George P. Beard and State Superintendent T. A. Parker. Notwithstanding the fact that this Memorial repeats some of the arguments used in the other Memorial it seems desirable to quote it in full. The following are the arguments:

(a) *Need of Teachers.*—"That there is a manifest lack of efficient teachers to supply the present and increasing demand in this State; this is evident from the fact that the supply comes, in a large measure, from other States."

(b) *Need of Institutions for training Teachers.*—"That there is a lack of Institutions which give the special requisite to fit the abundant native talent of the State for the responsible calling of teacher. Notwithstanding the excellence of this native talent has been shown by the marked success it has achieved after proper training, yet the professional school is wanting, and the want is more keenly felt, because the dearth of higher Institutions in the State extends even to Seminaries and Colleges, although these can give only one side of the education necessary to a teacher—namely the general culture."

(c) *Such Schools a Means of Economy.*—"That the economy of the measure is very obvious. If teachers were educated and trained in this State, better schools with less cost would result. For if the best talent is drawn here, from other

States, it must be because higher salaries are paid here than at home. Thus Missouri must be content with a poorer grade of teachers, at the same cost, that other States pay for better ones, or else incur a disproportionate expense for the right quality. By a small comparative outlay a Normal School may be established that will save this extra cost."

(d) *Other Nations and States have such Schools.*—"The most enlightened Governments of Europe consider the Normal School an essential appendage to the State. Prussia, since 1735, has increased her Normal Schools to fifty. France has established ninety since 1810; England has forty and Switzerland thirteen, while the system has been adopted in Saxony, Hanover, Bavaria, Sardinia, Greece and Belgium.

The movement extended to this country during the first quarter of the present century, and has resulted in establishing such schools in Massachusetts, New York, Connecticut, Rhode Island, Michigan, South Carolina, New Jersey, Pennsylvania, Illinois, Minnesota, Maine, and Wisconsin, as State Institutions; while the larger cities—Boston, New York, Brooklyn, Philadelphia, St. Louis, and others, have their own Normal Schools as a matter of economy. Experience has demonstrated that it is better to have a school exclusively devoted to the training and culture of teachers, than to make it a department of another institution. The department system is not much in vogue since its failure in Germany, and the experience with it in New York and Kentucky."

(e) *Recapitulation of the Values of Normal Schools.*—"In order to set in a clearer light the benefits to be derived from a Normal School, your memorialists further beg leave to recapitulate briefly the arguments used by its advocates, which have been confirmed by the test of one hundred years.

1. Difference between acquiring and imparting knowledge. There is an obvious distinction between the ability to acquire knowledge and the ability to communicate it. And again there is a difference in modes of communication. A man may be very learned, and able moreover to express his knowledge in rigid scientific forms, while he is utterly unable to explain anything so that a child can understand it; the teacher, however, must above all, be able to translate his knowledge into the form adapted to the youthful mind. The Normal School is the only school that professes to attempt this art. 2. History of Education. The History of Education is made a special object of investigation in the Normal School. All past experience is thoroughly discussed, and the causes of success or failure set forth. It is seen that eminent teachers of all times have followed essentially the same method. It is further seen that this method involves the waking up of all the faculties to activity; how to stimulate the mind to self activity in the proper manner; how to govern the school in accordance with the spirit of our national idea, by training the pupil to self government; how to avoid those evil customs that have rendered the name *pedagogue* odious from time immemorial; to teach these things constitutes the business of the Normal School. 3. The Principles of Instruction. The thorough indoctrination in the true principles of instruction saves a long and unfortunate experience; unfortunate for the scholars who have been practiced upon for the teacher's benefit; unfortunate for the teacher who is forced to waste his time in groping about in the dark for that knowledge of method which he might have acquired at the Normal School. 4. Same Arguments as for other Professional Schools. The same sentiment that refuses to place confidence in the uneducated lawyer or

physician should refuse to entrust the children of the community to the care of the empiric, to serve as waste material upon which he experiments while learning the art of teaching.

2. *Parker's Comment.*—Superintendent Parker in commenting upon the impoverished condition of the State says that it is such as to forbid any appropriation for the endowment of a Normal directly out of the State Treasury, but he hopes that the school may be established and means provided for its support.

Again in his report submitted to the adjourned session of the Legislature in 1868, he urged as the chief need of the schools of the State, a Normal School and recapitulated the arguments of the Memorial quoted above. In addition to those arguments he gave a somewhat detailed account of the Normal Schools in other countries.

3. *Parker's Plan for Normal Schools.*—In 1868 Superintendent Parker proposed a plan for Normal Schools for the State of Missouri as follows:

(a) *Districts.*—The State was divided into six Normal districts and the Counties named which were to compose the District.

(b) *Location and Organization of the School.*—The State Board of Education and the Governor were authorized to receive bids for the location of the school in each of the Districts. Each County of that District having the privilege of trying to secure the location. In order to secure the school the County in which it was located must provide a good site, healthy and accessible and erect suitable buildings in which to conduct the school. The buildings were to be large enough to accommodate a number of students equal to the sub-districts

in the Normal District. The County must also provide all needful furniture, books and apparatus for the Normal. In case two or more Counties competed for the School the bids had to be referred to the Senate of the General Assembly for final decision in the matter of location.

(c) *Control of the Normals.*—The control of the Normals was to be vested in a Board of Directors, one from each County in the District, which was to form a corporation. This corporation was to have all of the rights and privileges under the laws for corporations in the State. They also had power to make rules for the protection of the school property and the welfare of the school; they could employ and dismiss teachers, and fix salaries for the same, etc. The school was to be inspected annually by an Executive Committee; this Committee also had power to grant certificates to graduates, which certificate would entitle them to a diploma, to be granted by the President of the State University.

(d) *Purpose.*—These Normals were to be used exclusively for the training of teachers.

(e) *Tuition.*—Tuition was to be absolutely free for both men and women.

(f) *Admission.*—No student could be admitted to the Normal without at least a second grade County certificate from the County Superintendent, of the County from which the student entered.

(g) *Graduates to Teach.*—All graduates were to be required to teach not less than two years in the public schools of the State.

(h) *Model School.*—Each Normal was to have a model school attached to it.

(i) *State Support.*—When the above conditions were

complied with, the plan provided that the State should appropriate a sum of money for the support of each one of the Schools. The money to be paid annually in quarterly installments, to the treasurer of the Board of Directors. All money appropriated by the State was to be used only for the payment of salaries of the Board of Instruction or Faculty.

(j) *Proposal to Make the Swamp Land Indemnity a Normal Fund.*—Superintendent Parker in summarizing the situation as regards Normal Schools, and especially their support in connection with the above plan, makes the following observations: “By virtue of the provisions of the Acts of Congress March 2, 1855, March 3, 1857, and March 12, 1860, the State of Missouri is entitled to indemnity for Swamp Lands stole and absorbed by land warrants since September 28, 1850. Where the lands have been entered with land warrants the State receives other lands, and where sold for cash the money is paid over to the State. It is ascertained, by examination of the records of the Land Office at Washington, that the cash claim will amount to at least two hundred fifty thousand dollars, and the land indemnity to one hundred thousand acres. If the General Assembly will set apart this indemnity as the nucleus of a ‘Normal Fund’, the experiment of Teachers’ Schools will be at last successful, after so many vain attempts.”

(k) *Recommendations.*—Mr. Parker recommended that the above plan be carried out by the State Legislature, and in case this proved unsatisfactory he suggested that half of the funds derived from the sale of the unsold public lands of the State might be used to form a Normal Fund. He also recommended that only one school be established at once and that others might be created as the funds would justify. He



Roubidoux School, St. Joseph.

thought five thousand dollars from the State Treasury might be sufficient to pay the Faculty for services as instructors in the first school. One other important suggestion was made that no proposal should be considered in the location of a Normal unless the bid provided at least forty thousand dollars for the construction of a building, the plans of which would offer a capacity for not less than five hundred students.

(1) *Discussion Occasioned by the Plan.*—When the plan was published it provoked much discussion in the newspapers, educational journals and among teachers at teachers' associations. One suggestion in particular was made that Normal Schools and Agricultural Schools might be connected up in some such scheme as that proposed by the plan of Mr. Parker. This had some advocates because it provided a means of support from the State and also would enlist at once the whole agricultural interests of the State. Another suggestion which occasioned a good deal of controversy was to make the State University with its Normal Department the central school.

(B) Private Normals Established.—During this period of agitation and effort to establish State Normal Schools several private Normal Schools were established. Among the more important may be mentioned the following:

1. *The North Missouri Normal.*—In February, 1867, Professor Joseph Baldwin came from Indiana to Missouri for the purpose of finding a suitable place to establish a private Normal School. On visiting Kirksville he finally decided to locate the school there. The old Cumberland Academy was used as the building to house the Normal after some repairing and additions had been made to it. The school was opened September 2, 1867, and during its first year one hundred forty

students were enrolled not including those of the "Model School". The Faculty for the first year finally included eleven members among whom were Mr. and Mrs. James M. Greenwood and Mr. W. P. Nason who were afterwards members of the first State Normal Faculty of the North Missouri Normal. One of the rather unique things about this school was the "Model Department", which was a sort of a Training School for the student teachers.

2. *Missouri Normal University*.—In July, 1868, the County Teachers' Institute of Lawrence County incorporated an institution known as the Missouri Normal University and located it at Marionville, Lawrence County. The institution was to be owned and conducted primarily for the benefit of the teachers of Lawrence County but other people could enter if they so desired.

3. *Central Normal School*.—In the summer of 1869 Mr. George P. Beard, formerly of St. Louis, opened a summer Normal in Sedalia. This was hardly more than a Teachers' Institute; however about fifty teachers enrolled the first day and at least eight instructors were employed for the session. The success of this undertaking led Mr. Beard to organize the Central Normal School which was opened on the 4th of October, 1869. The term was to be divided into three twelve week sessions for the ordinary year and a six week session for the summer. It will be remembered that Mr. Beard was the first President of the South Missouri Normal which was located at Warrensburg.

4. *Fruitland Normal Institute*.—The Fruitland Normal Institute was opened September 1, 1869, in the Pleasant Hill Academy Building, near Jackson in Cape Girardeau County. The principal of the institute was Professor J. H. Kerr, then

County Superintendent of Cape Girardeau County. Mr. Kerr was a graduate of Yale College, and had established a very fine reputation for scholarship and culture in Southeast Missouri.

IV. STATE NORMALS AUTHORIZED.—After the long period of agitation and discussion the General Assembly of the State passed an Act entitled, “An Act to Aid in the Establishment of Normal Schools”, and the same was approved March 19, 1870.

(A) Important Provisions of the Act.—1. *Districts.*—The law provided for two Normal Districts. The North Missouri Normal District included all of the Counties North of the Missouri River, and the South Missouri State Normal District included all of the Counties South of the Missouri River. The former was to be known as the First Normal District and the latter as the Second Normal District.

2. *Location and Management.*—The location and management were vested in a Board of Regents consisting of the State Board of Education, and two Regents appointed from each of the Districts by the Governor. Under the law the Regents were required to locate the Schools in the Counties offering the greatest inducements in buildings and grounds. Six months were allowed in which to receive bids and locate the Schools, one of which was located at Kirksville and the other at Warrensburg.

3. *Original Board of Regents.*—The original Board of Regents consisted of the following: First District: E. B. Neeley, St. Joseph, and Joseph Baldwin, Kirksville; Second District: G. R. Smith, Sedalia, and J. R. Milner, Springfield. The State Board of Education at this time was composed of, T. A. Parker, Superintendent of Public Instruction, Francis

Rodman, Secretary of State, and H. B. Johnson, Attorney-General. The Board met in Jefferson City, December 1, 1870, at the call of the State Superintendent. It organized by electing E. B. Neeley, President, and Edwin Clark, Secretary.

(B) Other Normal Schools Established.—The Southeast Missouri Normal School was established in 1873. In March, 1905, the Legislature passed two Acts providing for two other Normal Schools in the State. These Normals were located respectively at Cape Girardeau, Springfield and Maryville. The establishment of the additional Normals required a re-districting of the State, so that at present we have the Normals known as District Nos. 1, 2, 3, 4, and 5, the numbers being attached in the order of time in which the schools were organized.

(C) Important Provisions in the Control and Management of the State Normals.—As indicated above, Missouri's Normal Schools are numbered by districts, being five in number, and the Statutes definitely define the Counties for each normal District. Lincoln Institute, located at Jefferson City, is a State Normal School for the purpose of training colored teachers and is controlled in the same way as the other Normals, consequently the general statements we are making apply to that Institution as well as the other five Normals which we have enumerated.

1. *Board of Regents.*—The control for each of the above six institutions is vested in a separate Board of Regents composed of seven members. Six of these Regents must reside in the Normal District, and one member shall be a resident of the County in which the Institution is situated. Those for Lincoln Institute may reside any where in the State. The State

Superintendent is ex-officio a member of all of these six Boards and makes the seventh member.

(a) *How Appointed*.—Beginning with the year 1909 and every two years thereafter it is the duty of the Governor to appoint two Regents for each Normal School. They are confirmed by the Senate, and their term of office is for six years. The law also provides that not more than four of the Board, including the State Superintendent, may belong to one political party.

(b) *Organization*.—Each Board shall have a President and Vice-President who shall be chosen from among their members. And each Board must have a Secretary and Treasurer whenever such officers are necessary, and other officers may be chosen at the discretion of the Boards. The Treasurer may not be a member of the Board.

(c) *Powers and Duties*.—Each Board has full power to make all necessary rules and regulations for the management of its own Institution. They may invest the Faculty with power to suspend or expel students and they may appoint all officers and teachers; define the courses of instruction and designate the text books to be used. They also fix the compensation of the President, Professors and Teachers, define their term of office, and may remove them for cause. They have power also to issue a diploma, which is a life certificate to teach in the schools of the State of Missouri, and an elementary certificate which is a license to teach in the schools of the State for two years. The President of each Board is required to make an annual report to the State Superintendent of Public Schools in August of each year, which report shall show in a detailed way the condition and management of his school. Each Board may make rules for the admission of students

such as it may deem proper, and each student must file with the Secretary of the Board a signed declaration of his intention to teach before he can be admitted into any of the Normal Schools.

(d) *Meetings and Compensation of Members.*—Each Board of Regents shall hold one annual meeting in the month of June at the close of each school year, where the Normal is located. Adjourned meetings may be held at such times and places as may be determined by the Board. A meeting may be held on written request of two members of the Board, or on request of the Faculty when the same is signed by the President and certified by the Secretary. Members of the Board receive no salary for their services but they are paid six cents per mile for each mile traveled in going to and from meetings, and other actual traveling expenses. These expenses are to be paid out of the contingent fund of each institution.

V. SKETCHES OF THE NORMALS:

(A) **First District, Kirksville.**—1. *Location.*—We have already indicated in a previous paragraph that the First District Normal was known as the North Missouri Normal School. The school was located at Kirksville December 26, 1870. To secure the school Adair County gave the following bonus: Cash \$50,000.00, Bonds for furnishing the house \$8,000.00, Buildings and grounds of North Missouri Normal School \$10,000.00, Site for new building, 15 acres, \$7,000.00 and cash for trimming angles with stone (additional) \$1,400.00, in all \$76,400.00.

2. *Organization.*—The School was opened January 1, 1871, and the cornerstone of the new building was laid September 6th of that same year.

3. *First Faculty*.—We have already mentioned the fact that a private Normal had been organized at Kirksville, and when the State Normal was established the faculty of the old North Missouri Normal School which had been in operation for three and one-half years became the Faculty of the State Normal School with Joseph Baldwin as the Principal. Mr. Baldwin had been a member of the original Board of Regents, but when he was elected Principal he resigned from the Board. The first catalogue gives as the Faculty: J. Baldwin, Principal, Science and Art of Teaching, and Mental and Moral Science; W. P. Nason, English Language and Literature; J. M. Greenwood, Mathematics, Natural Philosophy and Astronomy; S. M. Pickler, Elocution, Logic, Bookkeeping and Mathematics; Amanda Greenwood, Geography, Botany, History, and Reading; Mary Norton, Instrumental Music. Assistant Teachers, W. F. Drake, Didactics and Grammar; C. W. Bigger, Penmanship and Geography; O. P. Davis, Mathematics; J. T. Smith, Latin; I. N. Natlick, Algebra and Elocution; W. E. Coleman, History; Lewis Falkenstein, Vocal Music, and Mrs. M. J. Carney, Physiology and Orthography.

4. *Early Course of Study*.—The first Course of Study published in 1871 provided for four years of instruction. Candidates for admission must pass an examination such as required for a second grade County Certificate, which would be about the equivalent of our third grade County Certificate now, or would mean a completion of the elementary school course. The following departments were offering instruction: The Professional; Mathematical; Natural Sciences; English Language and Literature; Elocution; Penmanship and Drawing, and History of Art; Geography and History, and Ancient and Modern Languages.

(a) *Professional Course*.—The first catalogue in outlining the Professional Course under the head “Science of Teaching” gives the following subjects to be studied:

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| | 1. Classification of Mental Powers. |
| | 2. Nature and Office of each Faculty. |
| I. | 3. Laws of Development and Discipline. |
| METHODS OF | 4. Methods of Cultivating each Faculty. |
| CULTURE. | 5. Moral Science. |
| | 6. Methods of Cultivating our Moral Nature. |
| | 7. Domestic and Social Culture. |
| | 1. Principles of Instruction. |
| | 2. Forms of Instruction. |
| II. | 3. Classification of Knowledge. |
| METHODS OF | 4. Order of Studying the Branches. |
| INSTRUCTION. | 5. Methods of Teaching—Common Branches and Higher Branches. |
| | 6. History of Methods, and Biography of Educators. |
| | 1. Preparatory Work. |
| | 2. School Organization. |
| III. | 3. Class Management. |
| * SCHOOL | 4. School Government. |
| MANAGEMENT. | 5. School Authorities—Science of Government and Missouri School Laws. |
| | 6. School Hygiene. |
| | 7. Teachers' Institutes. |

5. *School Year*.—The School Year was divided into four terms of ten weeks each, with a vacation of one week at the close of each term, except the second. A week's vacation was also allowed during the Christmas Holiday.

6. *Tuition and Fees*.—Tuition was free, but an incidental fee of five dollars per term was charged.

7. *Practice Teaching*.—A Model School was organized the first year of the Normal and the institution provided for the following phases of practice training:

(a) *Model School Methods*.—This method provided for pupils to teach children under supervision of members of the Faculty.

(b) *Normal Class Methods*.—This method allowed the students of the class the privilege of teaching the class, usually once a week while the regular teacher observed the student teacher. The regular Normal teacher observed the teacher and gave criticisms upon the performance.

(c) *The Training Class Methods*.—In this method the regular teacher presents methods to the entire class, after which the class is divided into sections, some member of the section teaching it, and finally all the sections meet for criticism, discussion and suggestions.

(d) *The Reciprocal Method*.—This method simply divided the classes of the school into sections varying from two to eight in number. One member of the section acted as the teacher, and the others were pupils.

(e) *The Faculty Method*.—In this method members of the senior class and other students of marked ability were selected to be members of the regular Faculty.

The catalogue suggests that the best thing to do in the matter of practice teaching is to combine all five of the above methods to insure the best possible training in the art of teaching.

8. *Pledged to Teach*.—Each student was required to sign a pledge declaring his intention to teach in the public schools of Missouri before enrollment in the institution could be completed.

9. *Statistics*.—(a) *Faculty*.—The present Faculty numbers forty-three members, including a few students who are on scholarships.

(b) *Students*.—In the Normal proper for the year 1909-10 thirteen hundred ninety-four students were enrolled and two hundred twenty-seven were enrolled in the Training Schools.

Since its organization the school has enrolled twenty-seven thousand five hundred seventy-two students.

(c) *Graduates*.—The school has issued one thousand and seventy-eight diplomas and two thousand one hundred seventy certificates since its organization. This makes a total of three thousand two hundred forty-eight.

(d) *The Value of the Plant*.—The value of the plant including buildings, grounds (15 acres), library, scientific appliances, etc., is \$225,000.00. The school also holds options on sixty acres of land near the campus at a price of \$25,000.00. It is the purpose of the school to use this land for its agricultural department.

(e) *Student Organizations*.—The institution has the following student organizations: The Philomathean Literary Society and the Senior Literary Society are mixed societies for men and women; The Elizabeth Browning Club, is a student organization for young women; The Websterian Debating Club, The Claytonion Debating Club, The Ciceronian Debating Club and The Demosthenonian Debating Club for young men; The Current Topics Club for young women; History Club for men and women, including members of the Faculty. There is also the Art Club, the German Club, Latin Club, Science Club and Shakespeare Society. These societies meet once a week, some of them having their meetings in the day time and some in the evening. Credit may be given for work done in the various clubs and societies at the discretion of the Public Speaking and Debating Department. There is also an Athletic Club composed of young women who are students in the Department of Physical Education.

(f) *Total Appropriations*.—Since the organization of the school, including the appropriations made in 1909, the Gen-

eral Assembly has appropriated \$940,585.41 for the needs of the school.

10. *Characterization.*—In its last Bulletin the avowed purpose of the school is to furnish teachers for the public schools of the State. And this is interpreted to mean all of the Schools including both elementary and secondary and also the training of teachers for the special subjects which have recently been added to the school curriculum, such as Commerce, Agriculture, the Arts of Music, Drawing, etc. No other Normal School in the State is putting quite so much emphasis on the rural school problem as this Normal. Its thoroughly equipped "Model Rural School" is one of the evidences tending to confirm this statement.

11. *Presidents.*—(a) Joseph Baldwin, President of North Missouri Private Normal from September 2, 1867, to December 31, 1870, and President of the First District Normal from January 1, 1871, to September 1, 1881. (b) W. P. Nason, Acting President for one year, 1881 to 1882; (c) J. P. Blanton, from September, 1882, to June, 1891; W. D. Dobson, from September, 1891, to June, 1899; John R. Kirk, from June, 1899, to —.

(B) **Second District, Warrensburg.**—1. *Location.*—On the 26th day of December, 1870, the Second District Normal was located at Sedalia, Sedalia and Pettis County having offered a bonus of \$85,000.00 to secure its location. At the meeting of the Board of Regents held in Jefferson City April 26, 1871, the Board rescinded its action locating the school at Sedalia, on account of Sedalia and Pettis County not having complied fully with the terms of the contract provided for the location of the school. And immediately the Board accepted a proposition offered by Johnson County and Warrens-

burg, which provided that the City and County should donate a site for the building, including twenty acres of land situated immediately south of the City of Warrensburg, and also erect a building on the same to cost \$200,000.00, the same to be completed in eighteen months. In carrying out this contract Johnson County voted bonds to the amount of \$128,000.00 and the City \$45,000.00, while private citizens bought and donated the campus.

2. *Some Early Difficulties.*—The corner stone for the new building was laid August 16, 1871, and the first story was ready for occupancy by the close of the next year but the building itself as originally planned was not completed until 1881, when the Legislature made an appropriation to finish it. This unfinished condition of the building together with certain other difficulties in the early organization somewhat hindered the early progress of the school.

3. *First Faculty.*—The first Faculty consisted of George P. Beard, Principal, who had been President of the Central Normal School at Sedalia, Mr. E. A. Angell and Miss Lucy J. Maltby. Later in the year other members were added to the Faculty as follows: Mr. S. K. Whiting, Vocal Music; Lizzie A. Boyakin, Instrumental Music, and Ethel P. Sherman, Assistant Teacher. Mr. Beard was Instructor in Didactics, Mr. Angell in Natural Sciences and Elocution and Miss Maltby in Mathematics. Mr. Beard continued as Principal for only one year and he was succeeded by James Johonnot, who came from the State Normal School at Albany, New York. Miss Maltby was also a graduate of that same school. During the second year Professor Hermann Krusi, who was a son of the Krusi who had worked with Pestalozzi in Switzerland, was elected to

teach Mathematics and German. He was selected to bring the Pestalozzian system of teaching to the school.

4. *Early Course of Study.*—The early Course of Study was practically the same as that used in the First District Normal, so it is not necessary to offer any discussion of it here. Indeed, it can be said that the provisions relating to course of study, conditions of admission, etc., were identical for the schools because they were both under the same Board of Regents, as we have already indicated when we discussed the laws establishing them.

5. *Practice School.*—The Practice School was known as the “Model Department” which embraced the public schools of Warrensburg, with Mr. J. J. Campbell as Principal. Mr. Campbell afterwards became a member of the Faculty and for many years was at the head of the English Department. This arrangement did not prove to be satisfactory and was soon discontinued. An effort was made to establish a Training School in connection with the Normal proper but this was also discontinued in 1873, and the Training School facilities were not finally provided for until the school year 1881-2.

6. *Summer School.*—The summer school was organized in 1896 and continued as a sort of a private enterprise until 1901, when the General Assembly made an appropriation of \$2,000.00 for the summers of 1901 and 1902. Before this time a few members of the Faculty taught in the school and received for their remuneration the fees which were charged for enrollment; however it may be said that this furnished a very small compensation for the teachers.

7. *Statistics.*—(a) *Faculty.*—The Faculty now numbers forty-eight members, and no student teachers are included in this number.

(b) *Students*.—During the year 1909-10, sixteen hundred forty-nine students were enrolled in the Normal proper and three hundred five children were enrolled in the Training School, making a total of nineteen hundred fifty-four students. Since its organization the institution has enrolled thirty thousand nine hundred eleven students for the Normal proper.

(c) *Value of Plant*.—The school plant including grounds, buildings, equipments, etc., is now estimated to be worth more than \$400,000.00.

(d) *Student Organizations*.—There are six Literary Societies: the Athenian, Baconian and the Irving for young men; the Campbell, Orsborne and Periclean for young women. Members of the Faculty may be honorary members of the societies but the immediate supervision of them is under the control of the head of the Department of Expression.

The students maintain both a Young Men's Christian Association and a Young Women's Christian Association. All of these Associations have halls well furnished and decorated for their uses. In general they hold weekly meetings. The Societies have their halls in the new Gymnasium Building or in the upper story of the old Normal Building. There is also an Oratorical Association which is made up of the members of the various societies. The work of this Association is carried on through an Executive Committee which is composed of the Officers of the various Societies.

The Athletic Association was first organized in 1896, and it now includes all of the students of the school as they pay the one dollar fee on the entrance to the school. This fee entitles them to a ticket, which becomes an admission ticket to all games on the Normal Athletic Field. The Faculty Athletic Committee has supervision over the Athletic Association. Be-

sides the above organizations the students and Faculty maintain the Science Club, the Debate Club, the Dramatic Club, the Camera Guild and the Tennis Club.

There are seven musical organizations directed by the members of the Music Department. At present these organizations are the Chorus, composed of men and women, the Male Chorus, the Girls Chorus, a Band, two Orchestras and the Mandolin Club.

The Alumni Association is composed of all the full course graduates of the school and now numbers thirteen hundred twenty-eight members.

(e) *Graduates*.—Since the organization of the school in 1871 the Board of Regents has issued thirteen hundred twenty-eight diplomas, and thirty-one hundred and eight certificates.

(f) *Total Appropriations*.—Including the appropriations made by the General Assembly in 1909, there has been appropriated to the credit of this Normal \$1,059,287.42.

8. *Characterization*.—Since the time of President Orsborne the School has always been characterized by a deep professional spirit. At present it seems fair to say that its new Training School Building provides a very unusual equipment for that important phase of Normal work; the new Gymnasium Building with its elaborate equipment provides a most adequate opportunity for a large emphasis on Hygiene and Physical education; and a recent revision in the courses demanding more work for entrance gives emphasis to the college courses of the Normal, while the Technological courses were revised in such a way as to make them comparable with those of the very best Normal Schools in the country.

9. *List of Presidents*.—(a) George P. Beard, 1870 to

1871; (b) James Johonnot, 1871 to 1875; (c) George L. Orsborne, 1875 to November, 1898; (d) George H. Howe, 1898 to 1901; (e) E. B. Craighead, 1901 to October, 1904; (f) James E. Ament, 1904 to 1906; (g) W. J. Hawkins, 1906 to —.

(C) Third District, Cape Girardeau.—1. *Location and Organization.*—The Southeast Missouri Normal was provided for by a Legislative Act which was approved March 22, 1873. The school was located by the State Board of Education which consisted of John Monteith, State Superintendent; Eugene F. Weigel, Secretary of State; H. Clay Ewing, Attorney General, and four other members who together with the State Board were to constitute the Board of Regents. The Governor appointed George W. Farrar of Iron and Jacob H. Burrough of Cape Girardeau to serve for two years, and T. J. O'Morrison of New Madrid and Charles C. Rozier of Ste. Genevieve to serve for four years. The Board met in Jefferson City September 30, 1873, and after considering all of the bids accepted the one offered by the City of Cape Girardeau, which included fifty thirty-year eight per cent bonds, valued at \$50,000.00, notes and cash \$6,085.00 and lands sufficient to bring the total bonus up to \$65,975.90. However the Board put a value of only \$54,865.00 upon the bonus offered since the cash value of the bonds was only \$43,640.00. The site selected for the school was the hill known as "Fort B".

2. *First Faculty and Opening of the School.*—At a meeting of the Board of Regents held December 3, 1873, it was decided to open the school at once. Professor L. H. Cheney was elected President and Mrs. Frances A. Cheney was chosen as assistant. On December 10, 1873, the school was opened temporarily in the upper rooms of the public school building.



SOLDAN HIGH SCHOOL, ST. LOTTS.
The finest secondary school building in the world.

Thirty-five students were enrolled on the opening day of the school and fifty-seven attended during the first year.

3. *Course of Study*.—As might be expected Professor Cheney modeled his course very much after that which was in use in the Warrensburg Normal. We have already recited the fact that the courses were very similar in the two old Normals at first, therefore it is not necessary to give any further statements about the course in this school.

4. *Practice School*.—The Practice School was established in 1876 but this Department did not have a separate building till September, 1903. This building was constructed out of a portion of the insurance received when the old Normal building was destroyed by fire in 1902.

5. *Destruction of the Buildings by Fire*.—The main building of the Normal was burned on the night of April 7, 1902, and it was necessary for the school to find temporary quarters till new buildings could be constructed. During this time the school occupied the Court House and some Churches and other buildings. This disaster may be said to have been a blessing in disguise, for the General Assembly in 1903 appropriated \$200,000.00 to erect a new building. And in 1905 an additional \$100,000.00 was appropriated to complete and furnish the main building, grade the grounds, provide a power house and Manual Training Department and to equip the Library.

6. *Statistics*.—(a) *Faculty*.—The Faculty now numbers thirty-four members, none of which are student assistants.

(b) *Students*.—For the year 1909-10 there were nine hundred three students enrolled for the regular term; one hundred fifty-six in the Training School and one hundred seventy-five farmers in the short term Agricultural Course, making a total of twelve hundred thirty-four students. Since the organiza-

tion of the School thirteen thousand eight hundred eighty-three students have been enrolled, counting by years and not individuals.

(c) *Graduates*.—The School has issued six hundred four diplomas which includes eleven A. B. degrees.

(d) *Value of Plant*.—The plant including buildings, Library, land, laboratories, etc., is now valued at \$500,000.00.

(e) *Student Organizations*.—There are four Literary Societies in the School: The Webster and Benton for young men; and the Clio and Sorosis for young women. These societies meet regularly on Saturday afternoons or evenings. They have finely furnished halls and their exercises are open for visitation by the Faculty and students. The students also maintain a Young Men's Christian Association and a Young Women's Christian Association. The Schiller Verein Society is organized to afford students who are studying German an opportunity to practice in speaking German. The students also maintain an excellent Military Band.

(f) *Dormitories*.—The school conducts two dormitories—Leming Hall for young women and Albert Hall for young men. Leming Hall accommodates about one hundred women and Albert Hall about eighty men. These halls are directly under the control of the school and it is the purpose of the management to furnish them to the students at actual cost. They are not owned by the State but rented and paid for by it.

(g) *Total Appropriations*.—The State has appropriated \$1,067,436.80 for the support and maintenance to this institution. This includes the appropriation made in 1909.

7. *List of Presidents*.—(a) L. H. Cheney, 1873 to 1876; (b) Kirk, 1876 to 1877; (c) C. H. Dutcher, 1877 to 1881; (d) R. C. Norton, 1881 to 1893; (e) W. D. Vandiver, 1893 to

1897; (f) John S. McGee, 1897 to 1899; (g) W. S. Dearmont, 1899 to —.

8. *Characterization*.—As indicated by the total valuation in the property of the school this Normal has the most valuable material equipment in the State, and one of the most valuable in the West. The school emphasizes its College Courses and it is possible for the student to secure an A. B. degree without undertaking the professional work of the Normal proper. It has a thoroughly up to date organization in the matter of courses, including not only the College courses, but also the Art courses, such as Manual Training, Music, Drawing, etc.

(D) **Fourth District, Springfield.**—1. *Location and Organization*.—The Fourth Normal District was established by an Act of the 43rd General Assembly, approved March 17, 1905. The District was composed of twenty-two Counties in Southwest Missouri. The Governor appointed a Commission to locate the School and, after considering all the propositions, the School was finally located at Springfield. To secure its location the citizens of Springfield gave thirty-eight acres of land for the normal site and a bonus of \$25,000.00 in cash. The school was opened June 10, 1906 in some leased buildings for its first session. During the summer session it enrolled five hundred forty-three students.

2. *First Faculty*.—The summer school above mentioned was under the direction of Principal E. E. Dodd of the Springfield High School and President J. A. Taylor of the Springfield Business College and had a Faculty of about twenty-five teachers, some of whom were regular teachers in Drury College and the Springfield High School and others were Principals and Superintendents out in the Normal District. W. T. Car-

rington was selected as the first President of the School but he did not enter upon his duties until January 15, 1907. In the meantime the School opened for its first regular term in September, 1906, with C. E. Marston, Director of the School; J. A. Taylor, Business Manager; Mrs. Cora L. Boeringer, Virginia Craig and Elizabeth Park; Messrs. D. T. Kizer, W. E. Vaughn; and Mr. and Mrs. C. P. Kinzey teachers.

3. *Buildings*.—A general plan for the School provides a scheme for three buildings with a heating plant sufficient for heat and light for all of them. The cornerstone for Academic Hall, which is to be the main building, was laid with imposing ceremonies August 10, 1907. This building is now completed and is one of the handsomest Normal School Buildings in the country. It is two hundred twenty-six by one hundred sixty feet and contains a fine Auditorium of one thousand seating capacity, Library, Gymnasium, Halls for Literary Societies and Christian Associations and twenty-three school rooms.

4. *Training School*.—The Training School is a graded school with three departments located on Kingshighway, a little way off the Normal Campus. It is known as the "Greenwood School" and is supervised by members of the regular Normal Faculty and the critic teachers of the School.

5. *School Dormitory*.—Irving Dormitory is managed by the Normal, though it is not owned by the State. It will accommodate sixty-four young women and is leased and managed so as to provide accommodations for more women near the campus.

6. *Statistics*.—(a) *Faculty*.—The Faculty now numbers thirty, which does not include any student teachers.

(b) *Students*.—For the school year 1909-10, thirteen hundred eighty-eight students were enrolled and since its organ-

ization the institution has enrolled four thousand six hundred forty-six students.

(c) *Graduates*.—The Diploma has been granted to one hundred seventy-seven students since the opening of the school.

(d) *Value of Property*.—The school property, including grounds, buildings, equipment, etc., is valued at \$300,000.00.

(e) *Student Organizations*.—There are four Literary Societies supported by the students. The Bentonian and Carrington have both the young men and young women as members. The Boys' Normal Debating Club is for young men who desire training in debate. The Girls' Normal Dramatic Club is an organization for young women who are interested in general literary activities. The students also have a Young Men's Christian Association and a Young Women's Christian Association. There are three Musical organizations, namely, The Choral Club, Cornet Band and a Ladies' Quartet.

(f) *Total Appropriations*.—Since the establishment of the school in 1905 \$282,201.76 have been appropriated for the support and maintenance of it.

7. *Characterization*.—The school has experienced a marvelous growth and acquired a high degree of efficiency for so short a history. Perhaps no other Normal School in the West has developed so rapidly. No doubt this prosperity is in a large measure due to the wise business management on the part of the Board of Regents and President Carrington who has been the only President the School has had since its organization. That there was need for such an institution in the Southwest part of the State is evidenced by the fact that the school has been so thoroughly appreciated and patronized during its four years of existence.

(E) **Fifth District, Maryville.**—1. *Location.*—The Fifth Normal District was established by an Act of the General Assembly which was approved on the 25th day of March, 1905. The Governor appointed a Commission, consisting of C. C. Fogle of Lancaster; Edmund McWilliams of Plattsburg; C. A. Calvird, Clinton; J. W. Fox of Monroe City and Dean J. C. Jones of the University to locate the school. This Commission visited the competing points and decided to locate the school at Maryville. To secure the institution Maryville donated a tract of eighty-six acres of land and \$58,000.00 in cash. Later the Board of Regents bought an additional tract of land consisting of thirty-one acres so that now the campus includes one hundred seventeen acres of land, representing a value of not less than \$64,984.50.

2. *Organization.*—On January 4, 1906, the Board of Regents elected Mr. Frank Deerwester, head of the Department of Pedagogy in the Warrensburg State Normal, President of the School. It was decided to open the school for a summer session on June 13, 1906. A temporary Faculty was selected to do the teaching for this summer session. It consisted largely of Superintendents and Principals in the various towns of the District, among others Superintendent J. A. Whiteford of St. Joseph, T. B. Ford of Trenton, B. M. Stigall, Manual Training High School of Kansas City, B. F. Duncan of Maryville, George H. Colbert of Clarinda, Iowa, and Miss Alpha Bigley of Redlands, California.

3. *First Regular Faculty.*—The first regular Faculty consisted of Frank Deerwester, President and Professor of Pedagogy; T. B. Ford, English; George H. Colbert, Mathematics; J. J. Bryant, Sciences; Jesse Lewis, History; J. R. Hale, Latin; Eudora Mather, Training School; Alpha Bigley,

Manual Training and Drawing; B. F. Duncan, Civics and Economics; H. M. Cook, Physical Culture and Elocution; P. O. Landon, Vocal Music; Mrs. Martha B. Clark, Librarian, and Miss Kate Clement, General Assistant.

4. *Difficulties*.—The School has encountered some rather serious difficulties in its short history. For various reasons the buildings have not yet been completed. This is the result of misunderstandings with contractors and some division of opinion in the Board in regard to plans and the expenditure of the money. Further complications have been made by the fact that the school has had three Presidents during its short history. No one of them staying long enough so far to inaugurate and carry out any school policy.

5. *Statistics*.—(a) *Faculty*.—The Faculty now consists of twenty-two members, all of which are regular teachers.

(b) *Total Appropriations*.—The school has received from the State \$295,527.47, including the appropriations of 1909.

(F) **Lincoln Institute, Jefferson City**.—1. *Origin*.—The first funds for the establishment and support of an institution for the educational advancement of the colored race came from contributions made by the soldiers of the Sixty-second and Sixty-fifth Regiments of U. S. Colored Infantry. These soldiers contributed \$6,379.00 for the purpose of establishing a school in Missouri for colored children so that they might secure a practical education.

2. *Organization*.—The school was organized with a Board of Trustees consisting of ten, June 8, 1866, and incorporated under the General Laws of the State June 25, 1866.

3. *First Session*.—The school was opened September 17, 1866, having been located at Jefferson City. It was opened under the name of "Lincoln Institute" with R. B. Foster, a

New England white man, as Principal. Mr. Foster served as Principal for two years.

4. *Early Struggles*.—The school had serious difficulties during the first years of its existence because no definite means of support had been provided. The only revenue came from donations and subscriptions which were collected from various sources and not paid with any regularity.

5. *State Aid*.—In 1870 the State Legislature appropriated \$5,000.00 for teachers' salaries and in 1879 the Institution was taken over by the State, its indebtedness of \$5,000.00 paid and the bi-ennial appropriation made for its support. These appropriations have been made at each session of the General Assembly from that time to the present.

6. *Departments*.—The Institute is now organized to include (a) the Collegiate Department; (b) the Normal Department; (c) the Sub-Normal Department; (d) the Training School and (e) The Industrial Department for Young Men and also (f) The Industrial Department for Young Women. No detailed discussion is made of these Departments for they are under the same standards as those of the other Normals and the University. The Collegiate Department and Preparatory School were established in 1887 and at the same time the Normal Department was organized and the Legislature made the Normal Diploma a life certificate to teach in the colored schools of the State, and also at this same time the limited State certificate was provided for. The Industrial Department was organized in 1889.

7. *Buildings*.—The main building was completed in 1871. It was a very good brick building, three stories high, well arranged and located upon a very good site just outside the city limits of Jefferson City. The grounds contain twenty acres.

In 1894 the main building was destroyed by fire; however the next Legislature appropriated \$40,000.00 for a new building, which is much more commodious than the old one. The school also has a dormitory for young men and one for young women.

8. *Statistics.*—(a) *Faculty.*—The Faculty now consists of twenty-four men and women who give themselves entirely to teaching or in supervision of some of the student activities. No student teachers are included in this number.

(b) *Students.*—For the year 1909-10 three hundred thirty-three students were enrolled, not including the training school which enrolled fifty more, making a total of three hundred eighty-three students for the institution.

(c) *Graduates.*—Since the organization of the Institute there have been graduated four hundred seventy-eight students from the Collegiate and Normal Departments.

(d) *Student Organizations.*—The students have the following organizations: The Alumni Association, which was organized in 1876; The Olive Branch, a society for young women in the Normal and Collegiate Departments; The Allen Literary Society; The Longfellow and Shakespeare Club; The Lincoln Fraternity and the Lincoln Sorority. These societies meet once each week for general literary purposes and social meetings are held once a month. The members of the faculty attend these meetings.

(e) *The Plant.*—The Plant now consists of a main building, two dormitories and the heating plant. These buildings are situated on a campus of twenty acres and in addition the Institute owns a small farm consisting of twenty-eight acres.

9. *Characterization.*—As organized now the Institute offers very adequate training for students who want to become teachers in the colored schools of the State, including both

elementary schools and High Schools. Moreover, very excellent opportunity is offered in the Industrial Department for vocational training for both men and women.

10. *Presidents*.—No exact dates can be given for the Presidents but the following have served in that capacity at some time: R. B. Foster, for two periods of two years each; S. C. Mitchell; W. H. Payne; J. H. Jackson, who was the first colored man to succeed to the Presidency, and since his time all of the Presidents have been members of the colored race; E. A. Clark; Inman E. Page, who was President for eighteen years; and B. F. Allen, who was elected in 1902 and is still in that position.

VI. SUPPORT OF THE NORMALS:

(A) **The State**.—Each General Assembly makes an appropriation for the maintenance of each of the Normal Schools. This sum of money furnishes the larger part of the maintenance fund.

(B) **The Incidental Fees**.—An incidental fee of \$6.00 per term is charged each student. This fee is uniform for all of the institutions. It may be said that this fee makes only a small sum when compared with the State appropriations.

CHAPTER IV.

SUPERVISION OF SCHOOLS.

I. STATE BOARD OF EDUCATION:

(A) **Membership.**—The State Board of Education consists of the Governor, Secretary of State, Attorney General and the State Superintendent of Public Schools. The first three are members ex-officio while the State Superintendent is elected by the people and is, according to the constitutional provision for the constitution of the Board, its President.

(B) **Powers and Duties.**—It is the duty of the State Board of Education to have general supervision over the educational interests of the State. It is the business of the Board to provide for the investment of the permanent School Funds of the State, and to see that all of the School Funds of the State are handled in such a way as to use them as they were originally intended to be used. The State Board is required to have in charge the sale of the Swamp Lands and other school lands and see that the funds arising from the school of the same are properly invested. It is also the duty of the Board to see that the various Counties spend the funds sent to them according to law. The Board has power to employ attorneys to look after its business relating to swamp lands, school funds, etc. The Board is required to make a report of its proceedings to each Legislature. While the above duties are outlined for the State Board of Education, as a matter of

fact a large share of the responsibilities as outlined in the above list of powers and duties are now lodged in the State Superintendent's office, and he rather than the State Board of Education is the real supervisor of Missouri's educational interests. This has come about in a natural way in as much as the other members of the Board have a great many duties in connection with their own offices, while the State Superintendent is vitally and actually concerned with the problems which relate to the schools as his first and only interest.

II. STATE SUPERINTENDENT:

(A) **History.**—The office of State Superintendent of Common Schools was first established in 1839, when the General Assembly passed a number of laws for the purpose of establishing a State system of Public Schools. After these laws were enacted in accordance with the provision made for the selection of the State Superintendent, Peter Glover of Callaway County was elected by the State Legislature to fill the office. He served for only two years, when the office was abolished and the duties of it were transferred to the Secretary of State, who was ex-officio Superintendent of Public Schools. The Secretary of State continued to perform the duties of Superintendent till 1854, the revision of the laws which had occurred in 1853 having provided for the re-establishment of the office. John W. Henry of Cooper County was appointed to the office and entered upon his duties January 1, 1854. In 1861 the office was abolished again on account of the chaotic conditions resulting from the beginning of the Civil War, but the office was re-established again in 1865 and T. A. Parker of St. Louis was appointed to fill the position.

In the general revision of the General School Laws which was made in 1874, the office of State Superintendent of Public

Schools was provided for, and the Constitution of 1875 also made provision for the continuation of the office.

(B) Election and Term of Office.—Since 1875 the term of office has been four years, prior to which time it was two years. At first the State Superintendent was an appointive officer but since 1875 he has been elected at the General Election in the same manner as the other State Officers. The last State Superintendent was elected in the fall of 1910, but his term of office begins the second Monday in January, 1911.

(C) Qualifications.—The Statutes make no definite provision for the qualifications of the State Superintendent. The matter is left entirely to the discretion of the people as to who is qualified and prepared to fill the duties of this important office.

(D) Salary.—The salary of the State Superintendent is \$3,000.00 per year, which is the same as that of the other State Officers except the Governor. And in addition to this sum he is allowed actual traveling expenses incurred in the performance of his duties as required by law.

(E) Assistants.—The office force of the State Superintendent consists of a Chief Clerk, a High School Inspector, a Rural School Inspector, and a Statistician.

(F) Powers and Duties.—1. The law makes it his duty to reside at the Capital of the State and keep all the books and papers pertaining to the business of his office there.

2. It is his duty to supervise the school funds of the state and apportion and distribute them.

3. He shall require reports and information from County Clerks, County Treasurers, School Boards and County Superintendents for the purpose of ascertaining the conditions of the schools of the State.

4. It is his duty to print and distribute the school laws of the State as often as he thinks it is necessary.

5. He has the power to grant and revoke certificates.

6. He selects his assistants.

7. He is required to print and distribute all school blanks necessary for school officers. This is accomplished through the County Superintendent.

8. It is his duty to make an annual report to the Legislature or to the Governor when the Legislature is not in session. This report shall include the vital statistics concerning the schools of the State. Among other important facts it must present a careful statement of the school funds and money disbursed for the support of schools; it must tell the number of pupils enumerated of public school age and also state the number of such who are attending school; the report must tell how many teachers are employed, giving their sex and the amount of wages paid them and a statement must be made enumerating all the expenditures for school purposes of every description.

9. He is the legal adviser of the County Superintendent and County school officers.

10. He is authorized to inspect schools in person or by deputy.

11. It is his duty to inspect and classify the High Schools of the State. No details are presented concerning this matter here as they have been fully discussed in connection with secondary schools.

12. It is his duty to do everything in his power to increase the efficiency of the public schools of the State. This being true he is authorized to attend and assist in carrying on Teachers' meetings, Teachers' Associations and Patrons' As-

sociations, to assist in the elevation of the standard of the schools in the State.

(G) List of Superintendents.—Peter G. Glover, 1839 to 1841; also ex-officio to 1854; John W. Henry, January, 1854 to August, 1854; Edwin C. Davis, August, 1854 to August, 1856; William B. Stark, August, 1856 to 1861 when the office was abolished; T. A. Parker, 1865 to 1870; Ira Divoll, 1870 to the time of his death July 1, 1871; John Monteith, 1871 to January, 1875; Richard D. Shannon, January 1875 to January 1883; W. E. Coleman, January, 1883 to January, 1881; Lloyd E. Wolfe, January, 1891 to January, 1895; John R. Kirk, January, 1895 to January, 1899; W. T. Carrington, January, 1899, to January, 1907; Howard A. Gass, 1907 to 1911; William P. Evans, 1911—

III. COUNTY TEXT BOOK COMMISSION:

(A) Members.—The County Text Book Commission consists of three members: the County Superintendent of Schools, who is President of the Commission; one member appointed by the County Court for a term of two years; and one member appointed by the State Board of Education for a term of two years.

(B) Meetings.—The Commission must have at least one meeting each year at the County Seat and it may have other meetings not to exceed, in time, six days in any one year. The appointed members of the Commission receive five dollars per day for not more than six days in the year and in addition the members may be paid enough to cover their actual traveling expenses.

(C) Duties.—The sole duty of the Commission is to select text books for the schools of the County, except those

towns having a High School which is affiliated with the University. The Commission is limited in its adoption of books to the authorized lists as published by the State Superintendent. Before an adoption can be made, however, the Commission must publish a complete list of the proposed changes to be made in text books in some County paper for at least two successive weeks before the adoption is to be made. After the books have been selected the Commission is authorized to make contracts with the publishers of the same for a period of five years.

IV. COUNTY SUPERINTENDENT OF SCHOOLS:

(A) History.—Prior to 1853 there was no direct county supervision of any kind. The schools were under the care of the various township trustees, but the laws of 1853 provided that each County should have a County Commissioner of Common Schools, who was to have general oversight of all the schools and school interests in the County. With slight modifications this law continued in operation till 1865 when the Legislature passed a law providing for a County Superintendent in each County. In 1866 at the General Election these County Superintendents were elected for a term of two years. The law required the Superintendent to be a competent public school teacher of good moral character and he had authority to supervise all matters pertaining to the public schools in his County. He visited and examined schools, held teachers' institutes twice a year and certificated the teachers for his County. His salary was fixed by the County Court at so much per day for sixty days. In 1870 this law was amended fixing the salary of the Superintendent at five dollars per day for as many days as there were sub-districts in his County, and in



FEL'T'S EIGHT-ROOM SCHOOL.

Plans may be secured from the State Department of Education.

addition pay was allowed for from twelve to forty-eight days according to the number of children in the County. These laws were never very popular with the people, because the Superintendent did not perform the duties in such a way as to make him helpful to the schools, consequently public sentiment was so thoroughly against the Superintendent that the law was repealed in 1872. At the same time the law providing for supervision was repealed and a law was passed re-establishing the office of County School Commissioner. His duties were entirely clerical, except that he was charged with examining and licensing the teachers of the County. This function he exercised entirely till 1891, when the County Institute Law was enacted which provided that the certificates were to be issued by the Instructors of the Institute; however the Commissioner was always a determining factor in the issuing of certificates under this law. His duties were changed again somewhat when the Institute Law was abolished and a County Board of Education established, whose principal duty it was to examine and license the teachers of the County, the County Commissioner being ex-officio president of this Board. The County Board of Education had entire control over the educational affairs of the County, in so far as any legal control at all was exercised, till the passage of the law providing for the office of County Superintendent of Schools for each County of the State, which was enacted by the General Assembly at its session in 1907.

(B) How Chosen.—The County Superintendent is now elected at the annual school meeting which is held the first Tuesday in April of each year. He is chosen for a term of four years. The first Superintendent will be chosen under this law at the annual school meeting in 1911, the law having

provided that County Commissioners and Superintendents elected under the old State law should serve out their terms by qualifying as County Superintendents.

(C) Eligibility.—1. The law requires a candidate to be a citizen of the County and not less than twenty-four years of age.

2. To be eligible the candidate must have taught or supervised schools for two years previous to his election, or shall have been a regular student in a Normal, College or University for the two years next preceding his election.

3. The candidate must have a diploma from a State Normal School, a diploma from the Teachers' College of the State University, a life certificate issued by the State Superintendent, the specializing subject of which must relate to School Supervision, or a first-grade County Certificate.

(D) Salary.—The salary varies with the total population of the Counties in the State. Counties with a population under twelve thousand must pay the County Superintendent \$700.00 per year and Counties with a population of fifty thousand must pay \$1,500.00 per year. The figures represent only the minimum and maximum salaries and in between these several other grades are provided. The salary is paid out of the funds of the County by order of the County Court, but the General Assembly appropriates \$400.00 for each County in the State to assist in paying the salary of the Superintendent. This sum goes into the County Treasury and is paid out by order of the County Court in the same manner as the other funds are disbursed.

(E) Powers and Duties.—1. The County Superintendent has general supervision over all of the schools of the County except in those school districts where a Superintendent

is employed who gives at least one-half of his time to the direct work of supervision in that district.

2. The Superintendent is required to visit all of the schools under his jurisdiction at least once each year, and it is expected that he shall make as many more visits as is possible, allowing some time for office duties. In visiting the schools he is expected to make a thorough examination of the organization of the school, its classification and the methods employed in instruction by the teacher. He is expected to advise with the teacher and make such suggestions as will be helpful in making the school more efficient.

3. It is his duty to inspect the school buildings and grounds, for the purpose of determining whether they are in a satisfactory condition to promote health and afford a suitable environment for good school work.

4. He must inspect the teachers' register and the district clerk's record to see that they are kept in accordance with the provisions of the laws of the State governing the same.

5. He must furnish annual statements to the district clerks showing the assessed valuation of their district.

6. It is his duty to hold annually not less than six public meetings in his County for the purpose of discussing educational questions and counselling with teachers and school officers concerning the matters vital to educational progress. One of these meetings must be held in the County Seat for a two days' session just prior to the opening of school in the fall.

7. The law requires him to adopt a course of study with a plan for the grading of the schools in the County. He must publish and distribute this course, three copies being sent to the State Superintendent, one to each district clerk and one to each teacher who is going to teach in the schools of the County.

8. He is required to hold examinations and graduating exercises for those pupils who desire to complete the course of study for rural schools.

9. It is his duty to examine the records of the County relating to the school funds and school moneys, to see that the law is obeyed in the handling of the same.

10. He may hold a County Teachers' Association annually for three days in the Fall, during September, October, November and December. When such meetings are held it is the duty of each teacher in the County to attend the Association.

11. It is his duty to require a term report of each teacher under his jurisdiction, which report shall give the classification, name and grades of each pupil enrolled in the school. However, in schools where more than one teacher is employed such report shall be submitted by the Principal.

12. The Superintendent is required to make a report to the State Superintendent before August 31st of each year, which report gives a full account of the status of the educational affairs in the County.

13. He is required to distribute the school laws and school blanks, which are sent him by the State Superintendent, to the proper school officers.

14. He is required by law to attend annually the State Convention of County Superintendents held by the State Superintendent for five days or to attend a summer school at one of the State Normals or the State University for a period of twenty days.

15. It is his duty to conduct County examinations for teachers, grant and renew certificates. He must hold three public examinations of two days each, during the year on the

4th Saturday and the preceding Friday in March, June and August. The questions for this examination are sent him under seal by the State Superintendent.

(a) *Grades of Certificates.*—At present the County Superintendent is authorized to issue three grades of certificates. The third grade requires an examination in Spelling, Reading, Penmanship, Language Lessons, Geography, Arithmetic, English Grammar, United States History, Civil Government, including State Government, Agriculture, Physiology and Hygiene, and Pedagogy. To secure this the applicant must make an average grade of eighty per cent with no grade below sixty per cent. The certificate is valid for one year and may be renewed once. The second grade certificate includes all the subjects mentioned for a third grade and in addition an examination in Algebra and Literature. The certificate is valid for two years and the applicant must make an average grade of eighty-five per cent with no grade below sixty per cent. The certificate may be renewed two times. The first grade certificate includes all the subjects named for the third and second grades and in addition an examination in one branch of History, Ancient, Modern or English, and one Science, Physical Geography, Physics or Elementary Biology relating to Agriculture. The first grade certificate is valid for three years but to obtain it the applicant must have had one year's experience in teaching and maintain an average grade of not less than ninety per cent with no grade lower than sixty per cent. The certificate is renewable an indefinite number of times when the applicant is teaching regularly or attending school.

To secure any certificate the applicant must have paid the County Treasurer a fee of \$3.00.

V. UNIVERSITY AND NORMAL VISITATION AND INSPECTION OF SCHOOLS:

(A) For a number of years the State University has kept a man in the State giving all his time to visiting and inspecting the High Schools. He is supposed to visit each High School which is affiliated with the University annually to observe the efficiency of the school; however schools are visited only when the school authorities ask the University to send its Inspector to them for inspection and classification. At present the Inspector is also a Professor of School Administration in the University and during the summer school each year offers courses in School Administration.

(B) For some years the Kirksville Normal has employed a school visitor whose business it is to visit the High Schools of the First Normal District and get acquainted with the High School teachers and pupils for the purpose of advising them with reference to school matters, and acquainting them with the Kirksville Normal.

In 1910 the Springfield Normal also employed a visitor who spends one half of his time in visiting the various schools of the Fourth Normal District. The other half of his time he is employed as a regular teacher in the Normal.

CHAPTER V.

SPECIAL SCHOOLS.

I. SCHOOL FOR THE DEAF:

(A) Provisions for the Education of Deaf Children.—

As early as 1839 the State made some provision for the education of the deaf children. This was done by special appropriations to cover the expenses of such children when they had been sent to other states to be educated. In 1847 a Statute was passed which made very definite provision for appropriations for the education of deaf and dumb persons, who were residents of Missouri, but who might go to other States to receive instruction at institutions provided for this special purpose.

(B) Deaf and Dumb Asylum Established.—in 1851 the propriety of founding an institution for the training of deaf and dumb children was taken up by the Legislature, and after a thorough discussion, the Legislature enacted the following law:

“That an asylum for the education of the deaf and dumb is hereby authorized and established near the town of Fulton, in the County of Callaway, and that forty acres of land, a portion of the farm donated to the State of Missouri by virtue of ‘An Act to establish an asylum for the Insane’, approved February 16, 1847, including a dwelling house and other buildings situated on the south side of the road leading from

Fulton to Portland in said County, be and the same is hereby set apart and appropriated for the purposes aforesaid."

1. *Organization and Control.*—At first the school was organized under a Board of Commissioners, the first Board being William H. Bailey, James K. Sheeley, Alfred A. Ryley, James S. Henderson and Charles H. Hardin. It was fortunate for the institution that such a fine Board was chosen at its beginning. Immediately after the Board's appointment the Commissioners set about to find a suitable man for the Superintendent and teacher of the school. The Board was exceedingly fortunate in securing Mr. W. D. Kerr, who was an experienced teacher in the Kentucky Asylum for the Deaf and Dumb. Mr. Kerr remained as Superintendent of the Institution for about thirty-eight years. The School is now controlled by a Board of Managers consisting of five members. They are appointed by the Governor and confirmed by the State Senate. They serve for a term of four years.

2. *Opening.*—The Asylum was opened for admission of pupils November 1, 1851. The first pupil being enrolled November 3rd, and during the first two months of the session only six pupils were admitted, and of these three were not of sufficient intelligence to acquire the language. During the first year of the school's history only eighteen pupils were enrolled, however during the second year no less than fifty-two had been enrolled. This increase made it necessary to secure additional teachers and James G. George and John B. McFarland, who were deaf mutes, well trained, were secured to assist in the teaching.

3. *School Suspended in 1861.*—After getting a very good start the school was suspended in the summer of 1861, on account of the very unsettled condition of affairs in the State

and the inability of the Board of Commissioners to meet the current expenses of the institution. The school remained closed till 1863 when it was re-opened with Mr. Kerr as Superintendent and Mrs. Kerr as Matron. After the War was over the State began to make generous provisions for the school's support and made it possible to develop a high degree of efficiency.

4. *Statutory Provisions.*—(a) *Object.*—According to the laws of the State the definite object of the Missouri School for the Deaf is now declared to be, “To educate the deaf in the use of written and spoken language, the elementary branches, the mechanical trades, and industrial pursuits. Special training shall be given in all such trades as will fit this class of persons for the practical duties of life and render them self-supporting.”

(b) *Who shall be Admitted as Pupils.*—The law establishing the institution first provided that all deaf and dumb persons within the State, between the ages of ten and thirty years, might be admitted. It was also provided that eighty dollars per annum should be paid for the tuition, board, etc., at the institution, and in case of pupils who were objects of charity it was provided that they might be admitted free for a period of three years, on the presentation of a certificate from the County Court certifying to the fact that they were objects of charity. At various times the conditions for admission have been changed till at present the standard is as follows: “All deaf persons, residents of this State, between the ages of eight and twenty-one years, and capable of receiving instruction in the school branches and industrial trades, shall be received into the school for the deaf, according to the rules and by-laws of said institution.” It will be noted that

provision only includes deaf persons and does not include abnormal or subnormal children.

(c) *How Pupils are Admitted*.—Any deaf person between the ages mentioned in the preceding paragraph may receive a certificate from the Probate Judge of any County, on condition that the Judge may be satisfied that the pupil is capable of receiving instruction in the school. The certificate when issued by the Judge of said Court is a certificate for admission to the institution.

(d) *Period for Instruction*.—Deaf persons may attend the institution for a period of twelve years but it is at the discretion of the Superintendent, with the sanction of the Board, as to when any particular pupil may be discharged. If the person does not make satisfactory progress in the regular course of the school or the Industrial work, or if the rules of the institution are violated or the courses are completed a pupil may be discharged at any time.

(e) *State May Pay for Clothing and Traveling Expenses*. In case the parents or guardians of a pupil fail to make provision for the necessary clothing and traveling expenses of a pupil the same may be paid for by the institution, to an amount not to exceed forty dollars per year for each pupil. The itemized bill for the same shall be sent to the County Court of the proper County and allowed by the Court and paid through the County Treasury into the State Treasury, where it shall be paid back into the maintenance fund of the institution.

(f) *Departments of Instruction*.—There are three main departments of instruction. "The School or Intellectual Department," in which the ordinary common school branches are taught, and as far as possible the material is the same as that

taught in the ordinary text books in general use; "The Industrial Department" is organized to provide instruction in a number of vocational subjects, among the more important of which may be mentioned printing, painting, stone cutting, stone and brick masonry, carpentry, shoemaking, tailoring and sewing. The school is provided with a printing office, cabinet shop, tailor shop, shoe and harness shop combined, blacksmith shop, wagon shop and barber shop. These shops are all managed by the boys under the direction of a foreman. The girls are taught plain sewing, dressmaking, cooking and housekeeping. The girls are also taught to do patching, darning and hemming for the institution; indeed it may be said that many of the things needed by the institution are made by the boys and girls. The third department is the "Domestic Department," and it exists primarily as a family organization to provide for suitable moral training for the boys and girls of the institution.

5. *Buildings*.—The school now has a group of twelve buildings, the more important of which are the main building, the school buildings, the hospital, the shops, the cottage for small pupils, the wagon shop, the barn and dairy.

6. *Appropriations*.—Since 1839, including the money paid for the education of the deaf in other States, Missouri has spent \$3,106,586.53 for the education of deaf children.

7. *Enrollment*.—For a number of years the average enrollment of the institution has been about three hundred forty.

8. *Teachers, Etc.*—There are at present thirty-five officers and teachers and at least sixty-four other employees, many of whom are foremen and supervisors in the Industrial and Domestic Departments.

9. *Superintendent*.—The present efficient Superintendent is Mr. Noble B. McKee.

II. SCHOOL FOR THE BLIND :

(A) **Origin.**—Mr. Eli W. Whelan, who was a graduate of the Pennsylvania Institute for the Blind, visited St. Louis in the fall of 1850, bringing with him letters of introduction to James E. Yeatman, Dr. S. Pollak and Rev. Dr. W. S. Potts, asking them to co-operate with him in the formation of an institute for the blind. These men at once took up the matter with great earnestness and enlisted many other St. Louis philanthropists in the enterprise, to such an extent that it seemed worth while to undertake the establishment of such an institution.

(B) **The School Opens.**—Early in the year 1851 Mr. Whelan opened the school in his residence, with Lizzie Taylor as his first pupil, and, by the end of February, two others had been enrolled,—Lizzie Van Zalken and Daniel Wilkinson.

(C) **Visit to the State Legislature.**—In February Mr. Whelan took these three pupils to Jefferson City to try to convince the Legislature that a school for the blind was necessary. These pupils gave an exhibition of school work before the members of the Legislature in the Hall of the House of Representatives. Among other things the pupils sang, gave exhibitions of reading from the Bible, one of the girls cut out and started to sew a dress and the other did crochet work and knitting while the boy did some printing. The exhibition went on till almost midnight and created a great deal of interest and excitement.

(D) **State Aid.**—As a result of the presentation of the work above described, the Legislature appropriated \$15,000.00 for the next five years, or \$3,000.00 per year. This sum however was conditioned on the contingency that the friends of the institution should provide a yearly income by private sub-

scription, of \$2,000.00 per year, for the next five years. This condition was met by the friends of the institution, but even this amount was wholly insufficient to meet the needs of the institution.

(E) Incorporation.—The institution was incorporated April 17, 1851. The subscribers met and elected James E. Yeatman, Hudson E. Bridge, Wyman Crow, Dr. S. Pollak and Rev. Dr. W. S. Potts as the first Board of Trustees.

(F) State Appropriation for Building.—In 1853 the Legislature made an appropriation of \$20,000.00 for a site and \$24,000.00 for a building, and the school was moved to this building in 1856. This site is located at 3815 Magnolia Avenue in the City of St. Louis.

(G) Admission.—Sightless children between the ages of six and twenty are admitted. Instruction, board, lodging, and laundry are provided free of charge to blind children who are residents of the State. Parents or guardians are required to pay for the necessary clothing and traveling expenses to and from the school.

(H) Course of Study.—The school offers the regular course of instruction as outlined in the ordinary public schools from the kindergarten on through the High School. In addition to this the boys are taught the vocational subjects of salesmanship, piano-tuning, broom-making, mattress-making, chair-caning, carpet-weaving and poultry raising. The girls are taught the vocational subjects of machine and hand sewing, cooking, rug-weaving, crocheting, knitting, basket-making and poultry raising.

Music instruction on the piano, pipe organ, in voice, theory and harmony, composition and in history of music is

offered to those pupils who are capable of making satisfactory progress in any of the above mentioned branches.

(I) Medical Care.—All the students receive the very best medical attention which can be provided and in addition a trained nurse has constant supervision over the health of the pupils. Great emphasis is put upon well regulated daily exercise for all the students who are in school. Ample play grounds are also provided for the proper amusement and recreation and in addition to this, direct instruction is afforded in physical culture by specially trained teachers.

(J) Buildings.—The school is now housed in a magnificent fire-proof two-story building, thoroughly equipped for the purposes for which it was established. There is a main section of the building with two wings.

(K) Students.—The school enrolls about one hundred twenty pupils per year and since its organization more than twelve hundred children have received instruction in it.

(L) Teachers.—Including the Superintendent, there are sixteen regular teachers in the institution and there are twenty-seven other employees in connection with the school.

(M) Appropriations.—Since its organization the institution has received from the State \$1,789,734.77, including the appropriation made at the session of the General Assembly held in 1909.

(N) Superintendent.—For some years the school has been under the efficient supervision of Dr. S. M. Green.

(O) Management.—The school is now under the control of a Board of Managers consisting of five members. These members are appointed by the Governor and serve for four years.

III. TRAINING SCHOOL FOR BOYS, BOONVILLE:

(A) **Establishment.**—The school was established by the Legislature in 1887 and soon after was located in the City of Boonville by a Commission composed of Governor Marmaduke; Attorney-General Boone; and Register of Lands, Robert McCulloch.

(B) **Purpose of the School.**—The school was created to provide a means for taking care of boys who had committed offenses against the State and also for those who were counted as incorrigible and more or less undesirable in the ordinary community life. The school was opened the first of January, 1889.

(C) **Admission.**—At present the State laws provide that when any boy under the age of eighteen years is convicted of a crime, the ordinary punishment of which may be death, or imprisonment in the state penitentiary for a period of not less than ten years; or if he is convicted of an offense the punishment for which is imprisonment in the penitentiary for not less than five years, he may be sent to the reform school instead of to the penitentiary. In the first case for a period of not less than five years and in the second case for a period of not less than two years, but in any case the boy may not be sent to the training school for a period that will carry him beyond the age of twenty-one years. The State law also provides that no boy under eighteen years of age shall be incarcerated in a County jail for any offense but must be sent to the reform school instead.

The Governor also has power to transfer individuals from the penitentiary to the training school when they are under twenty-one years of age, provided he may conclude that justice will be better conserved by the transfer.

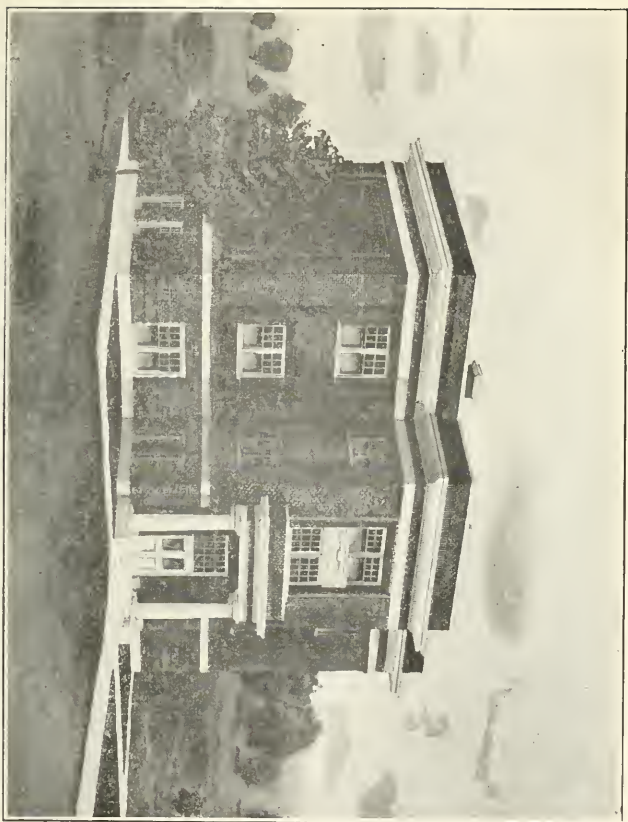
The Judge of any Probate Court may commit incorrigible boys to the training school when so requested by the guardian or parents of the boy, provided the boy is under sixteen years of age. In this case the parents or guardian of the boy must meet the expenses required to keep him at the school if they are able to do so. In case they are not able to do so, the County Court may commit the boy to the institution and pay his expenses.

(D) Buildings and Equipment.—The State now owns five hundred acres of land, and nineteen buildings are located upon this property. The school is conducted on the cottage plan. This accounts for the number of buildings, as many of these buildings are the cottages or homes of the boys. These buildings, except the main building, were all constructed by the boys.

(E) Management of Cottages.—Each cottage is under the management of a man and his wife and the boys of a cottage are organized into a military company. In addition to being the head of a cottage the man also has other duties in connection with the work of the school.

(F) Course of Study.—The school has the regular course of study which is used in the ordinary graded schools of the State up to and including the eighth grade. The boys are also taught some trade. At present the following trades are being taught: “Plumbing, carpentering, blacksmithing, tailoring, shoemaking, brickmaking, bricklaying, baking, cooking, knitting, patching, gardening, flower culture, farming, firing, and electrical engineering.”

(G) Employees.—Including the Superintendent, teachers, attendants, etc., the school now employs forty-three persons.



FRONT ELEVATION, FELTS FOUR-ROOM SCHOOL.
Plans may be secured from the State Department of Education.

(H) **Enrollment.**—In 1909 the school had enrolled five hundred thirty-nine boys, and this is about an average for a number of years.

(I) **Support.**—Except for the cases already mentioned the school is supported directly by State appropriations, and since its organization, including the 1909 appropriation, the Legislature has appropriated \$1,616,767.03 for the support and maintenance of the institution.

(J) **Management.**—The school is now under direct control of a Board of Managers consisting of five members appointed by the Governor for a period of four years.

(K) **Superintendent.**—The present Superintendent is Mr. C. C. McClaughry.

IV. INDUSTRIAL HOME FOR GIRLS, CHILLICOTHE:

(A) **School Established.**—The Industrial Home for Girls was established by an Act of the State Legislature, which was approved March 30, 1887. At the same time an appropriation of \$50,000.00 was made for the construction of a suitable building for the home. A Commission was also provided for in the bill, consisting of Gov. Marmaduke, Attorney-General Boone and Register of Lands Robert McCulloch, whose duty it was to receive donations in money, land, etc., for the location of the institution. The citizens of Chillicothe, through their Board of Trade, made an offer of \$5,000.00, and the Commission accepted this donation and located the institution in that City.

(B) **Purpose.**—The school was established to provide a home for girls who were vagrants or otherwise unamenable to the general customs of society. At present girls between

the ages of seven and seventeen may be sent to the institution by the Circuit or Probate Judge. It is not the immediate purpose of the institution to try to reform girls who are criminals, but it is the desire of the management to prevent girls in unusual social conditions from becoming social outcasts. To this end the training is very consciously directed, in that the inmates are carefully trained in the ordinary moral usages of society and are given training which will provide them a means of livelihood.

(C) Cottage Plan.—The institution is conducted on the cottage plan. At present there are four cottages: Marma-duke Cottage, Missouri Cottage, Slack Cottage and Folk Cottage. In addition to the cottages the school has a building for direct school purposes in which there is also a chapel and recently an administration building has been constructed.

(D) Course of Study.—The ordinary subjects of the elementary school curriculum are taught all the children of the home and in addition each girl is taught some vocational subject, such as housekeeping, dressmaking, millinery, etc.

(E) Enrollment.—In 1909 the institution had two hundred sixty girls enrolled and during the organization of the school six hundred thirty-three girls have been inmates of it.

(F) Employees.—Including the Superintendent, managers, housekeepers, teachers, etc., the institution now employs twenty-seven persons.

(G) Support.—The home is supported by State appropriations and by fees which come from Counties which send girls as apprentices or otherwise. The fees are \$75.00 per annum for each individual sent and must be paid quarterly. The State, since the organization of the Institution, has appropriated \$604,158.29 for its support and maintenance.

(H) **Management.**—The Home is managed by a Board of Control consisting of five members who serve for a term of six years. The law requires that at least two members of the Board shall be women.

(I) **Superintendent.**—For a number of years Mrs. A. M. Clay has been the Superintendent of the institution.

V. COLONY FOR THE FEEBLE-MINDED AND EPILEPTIC, MARSHALL:

(A) **Institution Established.**—The General Assembly in 1899 passed an Act for such an institution, which was located at Marshall in that same year.

(B) **Purpose.**—The Act which created the Institution declared its purpose to be for “the humane, curative, scientific and economical treatment of the feeble-minded and epileptic”, but it was not the purpose of the institution to take any insane or dangerous patients.

(C) **Cottage Plan.**—The original Act provided that the Institution should be organized on the cottage plan, and at present there are six cottages.

(D) **Admission of Patients.**—Two kinds of patients are admitted to the institution:

1. Those who are feeble minded, and epileptics residing in the State who are unable to provide the necessary means for support within the institution. These patients may be adults or minors and are called State patients.

2. Those patients who are either adults or minors and who have means of support are called the private patients. However, no private patients may be taken when there are State patients waiting to be received.

(E) **Enrollment.**—The enrollment January 1, 1909, was four hundred twenty-five. This large enrollment after the institution had been in operation for less than ten years is very conclusive evidence that such an institution was badly needed by the State.

(F) **Support.**—The Colony is supported by fees which come from private patients and from direct State appropriations made at each session of the Legislature. Including the appropriation for 1909-10, the institution has received \$832,534.59.

(G) **Management.**—The management of the Institution is vested in a Board of Managers who are appointed by the Governor for a term of four years. The Board consists of five members, two of whom must be women.

(H) **Superintendent.**—The superintendent at present is Dr. C. B. Simcoe, and he is assisted by forty-two other employes designated as teachers, attendants, etc.

VI. INDUSTRIAL HOME FOR COLORED GIRLS:

(A) **Institution Established.**—The Forty-fifth General Assembly, held in 1909, made provision for the establishment of a "State Industrial Home for Negro Girls". The Governor appointed a Commission which located the Institution in Sedalia in August, 1910. A site was purchased but nothing yet has been accomplished in the matter of organizing the home. However \$20,000.00 was appropriated with which to purchase a building site, grounds and construct a building. Of course nothing much can be done until other appropriations are made for the construction of buildings, as the sum already mentioned is wholly insufficient for the construction of adequate buildings for such an institution.

CHAPTER VI.

THE COLLEGE UNION.

I. OCCASION FOR THE UNION:

Very soon after the State began making appropriations for the State University, the question arose as to what relation this institution should have to the other public schools of the State. As early as 1870, Dr. Reed, President of the University, read a paper before the State Teachers' Association on the subject, "The Relation of the State University to Public Schools." This paper caused a very earnest discussion and resulted in the appointing of a committee whose business it was to try to determine the relations between the public schools and the higher institutions of learning in the State. It should be observed also that 1870 is the date for the establishment of the first Normal School at Kirksville, Warrensburg being founded 1871, and Cape Girardeau 1873. These schools also complicated the situation still more for their place had to be determined in the system. And at the same time the various denominational colleges of the State were interested in the matter, since their faculties were members of the State Association and in a general way interested in the same problems of education as were those of the State institutions.

The whole situation was further complicated by the fact that all of these institutions were doing preparatory work.

This made the problem a difficult one because the high schools of the state were being founded and demanded their place in the system. In the case of the state schools they had a very definite demand since the work of the preparatory department of the higher institutions was a mere duplication of the high school work. All these matters remained in what might be called the "discussion stage" from 1870 to 1887, when a committee was appointed by the State Teachers' Association to try to define the relations between high schools and the higher institutions. This committee conferred with a committee from the University and was also counseled by Superintendent W. E. Coleman, and President H. K. Warren of the Association. The committee after investigating the whole situation submitted a report which provided a scheme for articulation between high schools, academies and the University and other colleges of the State. This report has been quoted in full in the chapter on "Secondary Schools."

II. RESULTS OF THE ARTICULATION AGREEMENT:

(A) The University abolished the two years of its preparatory department in accordance with the terms of the agreement. The private colleges did practically nothing in the matter of articulation with high schools. By 1893 about fifty high schools and academies had arranged their courses to meet the conditions of the agreement and were on the approved list of the University. These were the conditions existing when the 37th General Assembly abolished the preparatory department of the University, the lower grade to be dropped in 1893 and the upper in 1894.

III. FORMATION OF THE COLLEGE UNION:

As has already been indicated there was still great need for some kind of a working agreement between the colleges and universities on the one hand and the secondary schools on the other. To bring about this result, President R. H. Jesse of the State University and Chancellor W. S. Chaplin of Washington University, jointly addressed letters, in January, 1893, to the several colleges of the state, suggesting a meeting in April of that same year for the purpose of forming an organization in the interests of higher education.

(A) Institutions Invited.—The institutions addressed in the joint letter were: Central College, Fayette; Westminster College, Fulton; William Jewell College, Liberty; Drury College, Springfield; Missouri Valley College, Marshall; Washington University, St. Louis; and Missouri State University, Columbia.

This letter met with approval and resulted in a meeting which was held at Sedalia, April 7, 1893. At this meeting an organization was effected and a constitution adopted which was modeled somewhat after that of the New England Union of College Presidents. This constitution was later revised and printed. The substance of which is as follows:

(B) Constitution.—1. *Name:* The Missouri College Union.

2. *Object:* To raise the standard of higher education, to bring about closer union between the colleges, and to foster an acquaintance among their faculties.

3. *Membership:* The seven institutions first mentioned and such others as may later be admitted.

4. *Representation:* Two from each member of the Union;

the President or his representative and one member of the faculty.

5. *Officers*: A president, who shall be the presiding officer of the institution at which the meeting is held; a secretary-treasurer chosen biennially, and an executive committee consisting of the president in office, his predecessor, and the secretary.

6. *Meetings*: The annual meeting held in October or November in succession at the several institutions in the order of their founding and a second at the call of the executive committee.

7. *Admission*: Each institution shall have one vote, and two-thirds in the affirmative shall be required to admit a new member to the Union.

8. *Visitors*: Where the Union is meeting, the faculties of that institution may attend and participate, but not vote.

9. *Changes in Constitution*: In the usual way.

(C) Additional Members.—Park College, situated at Parkville, was admitted in 1901; St. Louis University, St. Louis, and Tarkio College, located at Tarkio, were both admitted into the Union in 1902; Central Wesleyan College, located at Warrenton, was admitted in 1910. Consequently the present membership is made up of eleven institutions.

(D) Annual Meeting, St. Louis, 1895.—At the annual meeting of the Union in St. Louis, April, 1895, it was suggested that a joint committee be appointed by the Union and the Missouri State Teachers' Association which was to meet at Pertle Springs in June, 1895. The general object being to arrange a scheme for classifying the colleges and universities of the State, and a tentative scheme was suggested. The State Teachers' Association acted on this suggestion and at a joint

session of the College Union and the State Teachers' Association, held at Pertle Springs in June, 1896, the "committee of nine" appointed in pursuance of the above plan made its report. The report was adopted and its provisions are as follows:

(E) Report of the Committee of Nine.—The committee, appointed in June, 1895, by the State Teachers' Association of Missouri, to consider the classification of colleges in the state, the proper requirements for admission to college, and to suggest courses of study for secondary schools, respectfully submit the following report:

1. *The Classification of Colleges.*—To be classed as a college at all, an institution of learning should meet fully these conditions:

(a) *Requirements for Degrees.*—It should require from every student, for a degree, four years of academic study, with a minimum of fourteen hours a week.

(b) *Faculty.*—It should have a faculty of at least six teachers, each giving his entire working time to instruction in the institution, at least nine hours a week of which time should be devoted to college instruction in one or more of the following subjects: English, Latin, Greek, French, German, History and Mythology, Political Economy, Philosophy, Mathematics, Physics, Chemistry, and Biology.

(c) *Laboratories.*—It should teach science by the laboratory method and should have laboratories well equipped for individual student work in at least Physics, Chemistry, and Biology.

(d) *Endowment.*—Recognizing the impossibility of conducting a college on tuition fees alone, we believe that no institution should be recognized as a college that has not adequate

grounds, buildings, and equipment, and an income producing endowment of at least \$100,000.

(e) *Academy*.—It is very desirable that the academy should be separated from the college and, while it is not at present possible to accomplish this in all cases, it is the opinion of the committee that colleges should work toward such separation.

2. *Minimum Requirements for Admission*.—(a) *Definition of Units*.—Defining a period as a time of instruction of from thirty to forty-five minutes, and a point as five periods a week for one year of nine months in one subject, the minimum requirement for admission to college should be as follows: Satisfactory evidence of three points in English, two points in History and Mythology (in the classical course one point in History and Mythology), three points in Mathematics, and four more points to be chosen from the following subjects (but if a foreign language be offered at least two points will be required in this): Zoology, Botany, Physics, or Chemistry; Latin, Greek, German, or French; or an additional year's work in English, or in History and Mythology, or one additional year in Mathematics.

(b) *English*.—Of the three points required in English, at least two should be devoted to reading and study of masterpieces of American and English literature, written exercises being required of each pupil at least twice a month throughout the three years.

(c) *History*.—In history the first point should comprise Greek and Roman History and Mythology. The second point and the third, when taken, should be chosen from the following: Mediaeval and Modern History, English History and Civil Government, American History and Civil Government.

(d) *Mathematics*.—The three points in Mathematics should cover Algebra and Plane Geometry, as given in standard high school text-books on these subjects. If a fourth point in Mathematics be offered it should be Solid Geometry and Plane Trigonometry.

(e) *Science*.—In science a point should be a year's laboratory work in any one of the following: Zoology, Botany, Physics, or Chemistry.

(f) *Latin*.—The two points of Latin, when offered, should cover the introductory book, and the reading of three books of Caesar, or its equivalent in other Latin prose, and Latin composition. The third point in Latin should cover six orations of Cicero with composition; the fourth point should cover four books of Vergil with Prosody and Mythology and composition.

(g) *Greek*.—The two points in Greek, when offered, should cover the mastery of an introductory book, Greek composition, and the reading of three books of the Anabasis, or an equivalent in other Attic prose.

(h) *German*.—The two points in German, when offered, should be the ability to read ordinary German prose at sight, and to translate simple English sentences into German, and should include the correct pronunciation of the language, and some facility in conversation.

(i) *French*.—The two points in French, when offered, should be the ability to read ordinary French prose at sight, and to translate simple English sentences into French, and should include the correct pronunciation of the language, and some facility in conversation.

It is the opinion of the committee that all post-graduate work should be left to the universities and should not be attempted by the colleges.

3. *Course of Study for Secondary Schools.*—The committee interprets the term “secondary schools,” as used in these recommendations, to include the public high schools, the academies, and schools preparatory to college.

Four parallel courses, as outlined in detail in accompanying schedule, are recommended by the committee.

PARALLEL COURSES OF STUDY FOR SECONDARY SCHOOLS

Parallel Courses of Study for Secondary Schools.

	No. 1.	No. 2.	No. 3.	No. 4.
	English	Modern Language and Science	Latin and Science	Classical
1st year.	English Algebra Zoology Greek and Roman History	English Algebra Zoology Greek and Roman History	English Algebra Latin Greek and Roman History	English Algebra Latin Greek and Roman History
2nd year.	English Algebra Eng. Hist. and Civ. Gov. or Modern Hist. or American Hist. and Civ. G. Botany or Phys. Geog.	English Algebra Botany or Phys. Geog. Eng. Hist. and Civ. Gov. or Modern Hist. or American Hist. and Civ. Gov.	English Algebra Latin Eng. Hist. and Civ. Gov. or Modern Hist. or American Hist. and Civ. Gov.	English Algebra Latin Eng. Hist. and Civ. Gov. or Modern Hist. or American Hist. and Civ. Gov.
3rd year.	English Geometry Physics Eng. Hist. and Civ. Gov. or Mod. Hist. or American Hist. and Civ. Govm't.	English Geometry Physics German or French	English Geometry Physics Latin	English Geometry Latin Greek
4th year.	English Chemistry Solid Geom. and Trig. Reviews or optional study	English Chemistry German or French Reviews or optional study	English Chemistry Latin Reviews or optional study	English Physics Latin Greek

For schools unable, on account of lack of teaching force, to undertake all the work outlined above, the following recommendations are made:

(a) The school having but one teacher should confine its work to the first and second years of course No. 1.

(b) Schools having not more than two teachers should confine themselves to the first three years of course No. 1.

(c) Schools having only three teachers should confine themselves to full course No. 1, or to the first three years of courses No. 1 and No. 3.

(d) Schools having only four teachers should not undertake more than two of the four full courses.

(e) Schools having five or more teachers may be able to do the full work of the four parallel courses as outlined above.

4. *Remarks.*—(a) In the interest of uniformity the Roman method of pronouncing Latin, with strict attention to quantity, is strongly urged. The Greek language should be pronounced in accord with the written accent and the quantity of the vowels, as laid down by the Greek conference of the committee of ten.

(b) A library should be used as a laboratory for work in History, Literature, and Language as well as for general reading. The larger schools should provide suitable rooms and should employ a competent librarian whose whole time is devoted to helping pupils in their reading and investigation. Collateral reading in such a library should be a part of the regular work, especially in History and in Literature.

(c) Map drawing is valuable in emphasizing the geography of the countries studied in History.

(d) Work in laboratories should be done under the general supervision of the instructor, but should be done by the

student. Laboratory note books should represent, in historical order, every step in his own experiments and observations, so as to be a fair index of the real work done by the student.

(e) In the interest of thorough work in secondary schools, it is strongly recommended that no teacher be assigned more than seven working periods per day, with a maximum of thirty pupils in a section.

The committee recommends that the president of this association appoint, with power to act, a committee of seven, representing the different educational interests of the state, to take steps toward securing legislation establishing an educational commission with power to make effective the purposes of this report.

The following were members of the Committee of Nine: R. H. Jesse, W. H. Black, W. T. Carrington, W. S. Chaplin, Geo. L. Osborne, A. F. Fleet, L. J. Hall, John R. Kirk, J. D. Wilson.

(F) The Results from the Agreement Growing out of the Report of the Committee of Nine.—1. This report settled for all time the standards for colleges so far as the State of Missouri was concerned.

2. It furnished a definite standard for courses in secondary schools. Moreover the secondary school was defined to include the public high schools, academies, and schools preparatory to colleges.

3. These clear cut statements as to the types of secondary schools and also the courses of study to be pursued in them had a very marked effect upon the growth of secondary education in the state; particularly is this true of the public high school.

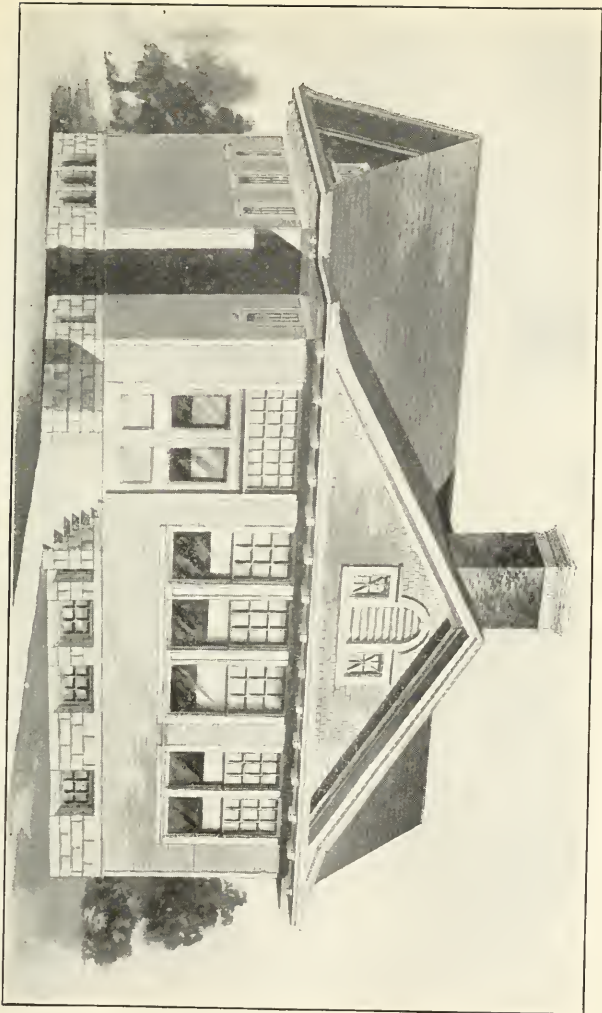
4. There have not been any very decided or significant

changes in the units which may be offered by secondary schools since the agreement. The changes which have occurred have been those to meet the requirements of the North Central Association of Colleges and Secondary Schools of which the members of the College Union are also usually members. In general, the changes have been in a more elaborate definition of the units which may be offered by the secondary schools, and further some other units are defined to meet the general progress in education in such subjects as manual training, commercial and industrial subjects.

5. After the above agreement was made the University established the office of Visitor or Inspector for Schools, whose business it has been to visit the secondary schools and give them advice as to what is necessary to meet the conditions for entrance to the University and also to make a thorough inspection of the class room work, buildings and equipments of the school desiring approval. This officer has done much to clarify the relations which should subsist between secondary schools and colleges.

6. Besides the inspection made by the University several of the other members of the Union send out members of their faculty to visit and inspect secondary schools. These visitors are sent on invitation from the secondary school and they also have contributed very much to the growth of secondary schools. At present, the relations between the secondary schools and the colleges may be said to be quite definitely fixed, for each member of the Union maintains a fully accredited list which is published from time to time.

(G) **17th Annual Session of the Union.**—The 17th annual session of the College Union was held in St. Louis, November 5-6, 1909, the members of the Union being the guests



FELTON'S MODEL ONE-ROOM RURAL SCHOOL.
Plans may be secured from the State Department of Education.

of St. Louis University. This meeting marks another forward step in the history and influence of the Union, for the reason that a committee consisting of Presidents Thompson, Tarkio, and George, Drury, made its report concerning, "College Diplomas as Certificates for Teaching". This report is quoted in full since it seems to be the best presentation of all the facts.

(H) Report of the Committee on "Recognition of College Diplomas in the Certification of Teachers."—Your committee would respectfully report that it corresponded with the state superintendents of Indiana, Illinois, Wisconsin, Minnesota, South Dakota, Iowa, Nebraska and Kansas with a view to ascertaining the practice in these states with reference to the certification of college graduates. It called a meeting of representatives of the College Union in Kansas City on February 15th for the purpose of ascertaining the views of members of the Union on this question. It requested State Superintendent Gass to call a conference of representatives of all the institutions concerned on the question at issue. This he did for February 16th in Jefferson City. There were present representatives of three of the State Normals, of Washington University, Central College, Drury College and Tarkio College. After a conference in the office of the state superintendent it was agreed that the accompanying paper represented what the colleges wanted and what other educators present thought would be practicable under existing conditions in this state. Both of the members of your committee were present at the conference in Kansas City on February 15th and at the conference in Jefferson City on February 16th.

(I) The Certification of College Graduates as Teachers.—Believing that there should be less competition and

more co-operation among the educational forces in Missouri, and desiring to encourage and help graduates of high-class private educational institutions who desire to become teachers, the state superintendent has prescribed the following professional courses of study for Missouri educational institutions, and the following conditions under which their graduates may be licensed to teach in the public schools of Missouri:

1. The college entrance requirements shall be substantially equivalent to those of the University of Missouri.

2. The college course completed by the graduate who applies for certification shall be equivalent to the course in the College of Arts required for the A. B. degree in the State University.

3. The pedagogical subjects shall be taught by well-trained teachers of experience and recognized ability, who shall have completed a full four years' course in a university, or its equivalent in a college, and shall have devoted at least two years to the study of education and teaching.

4. A library adequate for reference and for supplementing the work in the pedagogical courses shall be provided for the free use of students taking these courses.

5. The observational work and the practice teaching shall be under the direction of a competent critic teacher and shall be done in a model or practice school maintained by the institution, or in a well-managed local public school.

6. As a part of the course required for the A. B. degree, the candidate shall do, in a satisfactory manner and in the time herein set forth, the following minimum amount of pedagogical work: (a) Psychology, general and educational, 36 weeks, three periods of not less than forty-five minutes each a week; (b) History and Principles of Education, 36 weeks,

three periods of not less than forty-five minutes each a week; (c) Methods of Teaching, 18 weeks, three periods of not less than forty-five minutes each a week; (d) Observation and Practice Teaching, 18 weeks, three periods of not less than forty-five minutes each a week.

7. On satisfactory completion of the above courses in approved colleges and universities, under conditions as set forth, the State Superintendent of Public Schools will grant to graduates of such colleges teachers' certificates valid for three years.

8. On or before the expiration of the three-year certificate by limitation, the State Superintendent of Public Schools may, on satisfactory evidence that the applicant has taught successfully at least sixteen months within the three-year period, grant a life certificate to teach in the public schools of Missouri.

9. The State Superintendent of Public Schools will appoint annually a committee of three representative Missouri educators, whose duty it shall be to investigate the organization, courses of study, equipment, and work of educational institutions asking for their graduates the right of certification, and to report to the State Superintendent a list of such institutions found eligible under provisions 1 and 2 of this agreement.

10. The State Superintendent of Public Schools will visit such eligible institutions as request that their work be recognized and accepted in lieu of examination for State Certificates, and will decide whether they have fully complied with the pedagogical requirements as herein set forth.

(J) The Importance of the Certification Agreement.—
It is too soon to make an estimate of the values of the above

agreement. However, it seems quite possible that this new power granted to the members of the Union will be used in such a way as to promote the educational interests of the State. Several members of the Union are now practically ready to meet all the conditions prescribed in the agreement in order that their graduates may be certificated. This is a hopeful sign, for undoubtedly the schools of the state need all the well trained teachers who can be secured. To appreciate the force of this fact it is only necessary to recall that if all the graduates of the universities and Normal schools were to enter the profession of teaching the supply would not be more than half as much as the demand which is made by the dropping out of the ranks of about one-fourth of the teachers each year, or in round numbers about four thousand five hundred men and women quit the work of teaching each year.

IV. HISTORICAL SKETCHES OF THE MEMBERS IN THE UNION:

(A) **St. Louis University.**—1. *Early History.*—In 1818 the Right Rev. Louis William Du Bourg, Bishop of Louisiana, who was residing in St. Louis, opened a Latin school under the name of The St. Louis Academy and the control of the school was given into the hands of the Rev. Francois Niel, a French secular priest, who was curate of the Cathedral. The school really opened November 16, 1818, with the Rev. Niel and three other priests as teachers. It was a school for “young gentlemen” and the students boarded in or near the school; in fact the boarding feature continued for a long time after the institution became a university,—to be exact, in June, 1881. From the very first Bishop Du Bourg made an effort to get the Society of Jesus, or Jesuits, to take charge of the school; however he was not able to accomplish this during

his stay in the Bishopric but this was accomplished by his successor, Bishop Rosati, in 1827.

The success of the academy encouraged Du Bourg to enlarge the scope of the work done by the institution, consequently in 1820 he changed the school into St. Louis College, the school being conducted in a two story house of brick near the Cathedral. After the Jesuits assumed control of the college its permanent success seemed assured and the faculty decided to secure a charter from the State Legislature; on application the charter was granted December 28, 1832, and St. Louis College became St. Louis University. This is the first university chartered by the state and is, therefore, the oldest institution of its grade in the state. The first president was Father Verhagen, S. J., who at once began plans for the organization of post-graduate work.

2. *Post-Graduate Faculties.*—(a) *Theology.*—The first post-graduate faculty of the University was that of Divinity which first offered courses of instruction in 1834 and 5. This work was continued at the college building for some time and later was conducted in a special building, but in September, 1860, all the clerical students were transferred to the Jesuit College at Boston, Mass.; and it was not until 1899 that the department was restored.

(b) *Medicine.*—The post-graduate faculty for the medical department was constituted in 1835 and the first year's work offered in the school year 1836-7. After a very useful history the department in 1855 severed its connections with the University and was conducted under a charter of its own. On May the first, 1901, the Marion Simms College of Medicine consolidated with the Beaumont Hospital Medical College, and soon thereafter the consolidated schools became an integral

part of St. Louis University. Once more the University undertook the problem of conducting a medical school on the same plane as the other important university branches. To meet the increasing demand for a thorough medical department the University in 1910 again completely reorganized its medical department. One other fact worth noting in this same connection is that the faculty of the school of medicine founded and edited the "St. Louis Medical and Surgical Journal"; which was probably the first important journal of its kind published in the United States.

(c) *Law*.—The law department of the University was first established in 1843 but had to be discontinued during the civil war period and was not re-established until the fall of 1908.

(d) *School of Philosophy and Science*.—The post-graduate school of Philosophy and Science was added to the University in 1889, and a handsome building was erected in 1891 which is used exclusively for this department. A school of Advanced Science was added to this department in 1908; the particular function of which is to train scientific specialists.

(e) *Dental College*.—On June the first, 1908, the St. Louis Dental College became one of the component parts of the University and is now known as the "St. Louis University School of Dentistry."

(f) *School of Commerce and Finance*.—This department was organized in 1910, the first courses being offered in the fall of that year.

3. *War Period*.—The Civil War had a very disastrous effect on the University, since many of the students came from the southern states, particularly Louisiana; these students left the University in May, 1861, when the Federal authorities

seized the Confederate camp known as Camp Jackson. The excitement growing out of this incident together with the general uncertainty of the times caused the institution to be closed in May, 1861, and when an effort was made to resume in the following September very few students came to attend the school. Moreover, there were a good many unpleasant circumstances in connection with the faculty and the officers of the army which was encamped near St. Louis.

The result of all this was that the University was in the situation of having to start almost from the beginning when the war was over.

4. *Faculties*.—In all the departments of the University Faculties there are employed now as professors, instructors and special lecturers more than 180 men. About thirty of the professors belong to the Jesuit Order and have taken vows which preclude them from receiving definite salaries, the president of the University being included in this list. These professors give their time almost exclusively to the work of the University and receive only the necessities of life as their whole remuneration except of course the satisfaction of vows well performed.

5. *Students*.—There were enrolled in the University for the year 1909-10, 1,181 students. By departments there were enrolled as follows: Divinity, 83; Philosophy, 64; Law, 155; Medicine, 289; Dentistry, 117; Arts, 103; High Schools, 370. And since the organization of the school it is estimated that more than fourteen thousand students have been enrolled for some work and at least two thousand have received diplomas from the various departments.

6. *Endowment and Value of Property*.—The chief endowment of the University comes from the services of the

thirty professors, including the president, who serve without salary. If this service could be estimated in money at all a very conservative figure, all things being considered, would not be less than two million dollars. A fair estimate of the value of the property would put it in round numbers about \$1,800,000.

7. *Tuition Fees*.—(a) College of Arts and Sciences including matriculation fee, per year..... \$65.
(b) Medicine including matriculation fee..... 105.
(c) Dentistry “ “ “ 155.
(d) Law “ “ “
Night School 85.
Day “ 105.
(e) DivinityNo fees.
(f) Graduate school of Philosophy and Science...No fees.

Matriculation fee is paid only one time and in many of the departments there are additional laboratory fees which vary from five dollars to fifteen dollars per year.

8. *Alumni and Student Organizations*.—Including the alumni association there are fourteen different student organizations, as follows:

- Alumni Association; organized 1869.
- Sodality of the Blessed Virgin Mary; erected 1835.
- The Acolythical Society.
- Fleur De Lis; established 1899.
- Students' Literary Association; organized 1855.
- Philaethic Society; organized 1832.
- Academy of Sacred Eloquence.
- The Philharmonic Society; organized 1838.
- Department of Athletics.
- The Academy of Philosophy and Science.

Philosophers' English Academy.

Oratorical Academy.

Ratio Academy.

Theological Academy.

9. *High Schools*.—The University maintains two high grade Classical High Schools in the city of St. Louis. These of course are designed to prepare students for the Collegiate Department of the University. The high schools are Loyola Hall and Gonzaga Hall.

10. *Characterization*.—One of the avowed purposes of the Order which controls the Institution is to unite knowledge to religion in such a way that it will at all times subserve morality, and this University, while it is under Catholic management, yet it is unsectarian in that finer sense of the word because every religious conviction is sacredly respected. Many of its students are Protestants; Non-Catholics and Jews hold places of honor on its faculty and there is never any complaint on the part of any of these that their convictions have not been respected.

11. *List of Presidents*.—Presidents of St. Louis Academy : Rev. Francis Niel, 1818-1820. Presidents of St. Louis College : Rev. Francis Niel, 1820-1827; Rev. Peter J. Verhaegen, S. J., 1828-1832. Presidents of St. Louis University (all members of the Society of Jesus) : Rev. P. J. Verhaegen, 1832-1836; Rev. J. A. Elet, 1836-1840; Rev. J. O. Van de Velde, 1840-1843; Rev. George A. Carrell, 1843-1847; Rev. J. B. Druyts, 1847-1854; Rev. J. S. Verdin, 1854-1859; Rev. F. Coosemans, 1859-1862; Rev. T. O'Neil, 1862-1868; Rev. F. H. Stuntebeck, 1868-1871; Rev. J. G. Zealand, 1871-1874; Rev. L. Bushart, 1874-1877; Rev. J. E. Keller, 1877-1881; Rev. Rudolph J. Meyer, 1881-1885; Rev. Henry Moeller, 1885-1889; Rev. Edward Gleeson,

1889-1890; Rev. Joseph Grimmselman, 1891-1898; Rev. James F. Hoeffler, 1898-1900; Rev. W. Banks Rogers, 1900-1908; Rev. John P. Frieden, 1908—.

(B) The State University:

1. *Early Legislative Enactments.*—(a) In an act of Congress in 1812 which organized the territory of Missouri, one of the articles of the ordinance of 1787 was incorporated in a somewhat modified form. This pertained directly to education and is as follows: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be encouraged and provided for from the public lands of the United States in said territory in such a manner as Congress may deem expedient."

(b) In an act of Congress, February 17, 1818, the first idea of a University for Missouri is mentioned under the name "a seminary of learning," which idea was embodied in the enabling act of Congress of March 6, 1820. The enabling act also set apart two townships of land (46,080 acres) to be used for a University and one-thirty-sixth of the entire public domain, together with the saline and swamp lands, to township schools. The university was described as a "seminary of learning" and of course the "township" schools we now know as district schools; thus we have originated at once the State University and an elementary system.

(c) The First constitution of the State adopted in St. Louis, July 19, 1820, has, in the first and second sections of article VI, the following direct statements about education:

"Schools and the means of education shall be forever encouraged in this State. *** One school or more shall be established in each township.

The general assembly shall take measures for the improvement of such lands, etc., to support a university for the promotion of literature and the arts and sciences; and it shall be the duty of the general assembly, as soon as may be, to provide effectual means * * * * for the improvement and permanent security of the funds and endowments of such institution.”

2. *Location and Early History.*—(a) On February 8, 1839, the General Assembly passed an act empowering a commission to select a site for the University. The five commissioners were: Peter H. Burnett, of Clay county; Chauncey Durkey, of Lewis county; Archibald Gamble, St. Louis; John G. Bryan, Washington county; and John S. Phelps, of Greene county. The commissioners by the provisions of the act were to select a site which should contain not less than forty acres of land in a compact form, within two miles of the county seat of Cole, Cooper, Howard, Boone, Callaway, or Saline counties. The commissioners visited all the county-seats of the above mentioned counties to receive bids and on June 24, 1839, the bids were opened in Jefferson City. After considering the various propositions from all the counties except Saline, which offered none, it was unanimously decided to locate the University at Columbia, Boone county. The bonus offered by the citizens of Boone county amounted to \$117,900. When we consider the fact that the whole population of the county at this time was less than 14,000 people, this was a most generous subscription. It is reported that one Edward Camplin, who was so illiterate that he could not read or write, gave \$3,000 of this subscription.

(b) *The Geyer Act.*—This act, drafted by the Hon. Henry S. Geyer, passed the General Assembly of February 11, 1839. In reality this act transplanted to Missouri the educational

system of Virginia which Thomas Jefferson had advocated as early as 1779. The scheme provided for academies and colleges in different parts of the State which should be closely articulated with the university at the head. It also provided for district or elementary schools below the academies. All of these schools were to be under the supervision of the university curators; in fact they were clothed directly with visitorial powers with respect to all the lower schools unless a school had a charter from the legislature which specifically exempted it from visitation. Thus we have in outline the three general types of schools to make a system. Unfortunately for the cause of education there were no adequate funds to carry out this plan; moreover, public sentiment at that time was not such as to offer support and co-operation in the establishment of this scheme.

(c) *Organization*.—The first board of curators consisting of fifteen members was selected by the General Assembly February 11, 1839, and this board met and organized in October of that same year. At this meeting a committee was appointed to secure plans for the erection of a main building for the university and another committee was appointed to make a code of by-laws for the government of the Board and also provide a seal for the University.

(d) *First Building*.—On the 28th of October, 1839, the plans for the main building of the university were submitted, and the one offered by H. S. Hills was adopted and \$75,000 appropriated for the erection of the same. The corner-stone of this building was laid with great ceremony on July 4, 1840, and the building was formally dedicated July 4, 1843.

(e) *First President and Faculty*.—In 1840, October 29th, Dr. John H. Lathrop of Hamilton College, New York, was

elected president and he entered upon his duties on December the first of that year. In accordance with his wishes the curators selected three professors and opened the school Wednesday, April 14, 1841. They were: W. W. Hudson, George Hadley, and William Van Doran. The sessions were held in the old Columbia College building, which had been acquired by the University as part of the bonus mentioned previously. President Lathrop in his first report gives the number of students who attended during the first year of the University as seventy-four, and the first commencement was held in 1843 when two men were graduated.

3. *Adoption of University of Virginia Plan.*—The faculty of the University proposed a reconstruction of the University in 1859 on a plan much similar to the organization of the University of Virginia. This plan was submitted to the Board of Curators and adopted by them. In brief the scheme provided:

(a) For a chairman of the faculty instead of a president, who was to be appointed annually by the curators and who was eligible for appointment for two years in succession.

(b) Seven separate schools or departments were established, as follows: Latin Language and Literature, Greek Language and Literature, English Language and Literature, Moral Philosophy and Political Science, Mathematics, Astronomy and Natural Philosophy, and Natural Sciences and Scientific Agriculture. In addition to the above there were established, school of Scientific Agriculture and Mechanics, School of Civil Engineering and a Normal School. The above organization was continued for only one year because the Legislature put out of existence the curators and faculty and elected a new board, which board returned the University to its original organization with a faculty of five professors.

4. *Civil War Period.*—The University's history during the Civil War is not unlike that of the other schools of the State. The income from the seminary fund was very small and as there was no other source of revenue save tuition the Board of Curators soon found themselves unable to meet the expenses of the institution and closed it March 20, 1862; however, it was opened November 24 of that same year but with only two professors in the faculty. One of the strong incentives for reopening at this time was the movement for the disposition by the General Assembly of the land granted to the state for the endowment of a college of agriculture and mechanic arts. It was hoped that this might be made a department of the University and thereby increase the resources of the institution. However, this did not come about at this time for the matter provoked great discussion in the General Assembly and no settlement was made till 1870, when the College of Agriculture and Mechanic Arts became an integral part of the University.

5. *Constitution of 1865.*—The constitution of 1865 has a direct statement concerning the University which is as follows: "The General Assembly shall establish and maintain a State University, with departments for instruction in Teaching, in Agriculture and in Natural Science, as soon as the public school fund will permit." The constitution of 1820 enjoined upon the State the necessity of supporting a university for the promotion of Literature and the Arts and Sciences. The constitution of 1865 enlarged the work of the University to include Teaching, Agriculture and the Natural Sciences.

6. *First State Appropriation.*—The first direct appropriation made by the Legislature to the University occurred in 1867. At this time \$10,000 were appropriated to rebuild the

President's house, which had recently been burned, and an annual grant of $1\frac{3}{4}$ per cent of the State revenue was made after deducting from the gross revenue the 25 per cent which was already appropriated for the general support of the common schools. From this time on the General Assembly has annually made appropriations for the support of the University. Much of the time they have been rather meager and not adequate to meet the needs of the growing institution, but on the whole it may be said that since this first appropriation by the State, the University has been growing in influence, efficiency, and usefulness.

7. *Constitution of 1875.*—The constitution of 1875 in Article XI, Section 5 made the following provision concerning the University: "The General Assembly shall, whenever the public school fund will permit, and the actual necessity of the same may require, aid and maintain the State University now established, with its present departments." These departments in 1875 were: A College of Languages and Sciences, with professional schools in Agriculture, Teaching, Law, Medicine, and Mining.

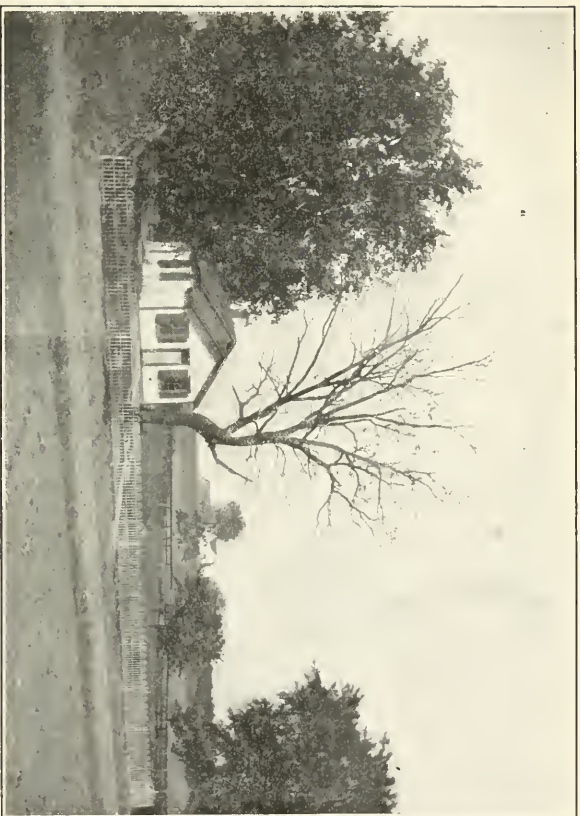
Section 6 of the same Article, after making provisions for the investment of the schools funds, goes on to say, "The annual income of which fund, together with so much of the ordinary revenue of the State as may be by law set apart for that purpose, shall be faithfully appropriated for establishing and maintaining the free public schools and the State University in this article provided for, and for no other uses or purposes whatever." This article very definitely linked the public schools and the University together to form the nucleus of a state system, and by this the state is committed to the policy of supporting adequately that system.

8. *The Control of the University.*—The General Assembly in joint session February 11, 1839, elected the first Board of Curators which, as we have indicated, was composed of fifteen members. With slight changes at different times the General Assembly directed the affairs indirectly through this Board, which was usually made up of members from the different congressional districts of the State, till the adoption of the present constitution.

Article XI, Section 5 of the Constitution of 1875 provides for the government of the University as follows: "The government of the State University shall be vested in a Board of Curators, to consist of nine members, to be appointed by the Governor, by and with the advice and consent of the Senate." The Revised Session Acts of the 45th General Assembly, 1909, provide, "That not more than one person shall be appointed upon said board from the same congressional district, and no person shall be appointed a curator who shall not be a citizen of the United States, and who shall not have been a resident of the state of Missouri two years next prior to his appointment; not more than five curators shall belong to any one political party."

The term of service of the curators is six years and the board is so classified that the terms of three members expire every two years. The curators receive no salary but they are paid their actual traveling expenses from the ordinary revenues of the University.

(a) *Powers and Duties of the Board.*—The Board has power to appoint and remove at discretion the president, deans, professors, instructors, and all other employees of the University. It fixes the compensation of all the officers and employees of the University and it may define and assign their



ROSARY SCHOOL, DISTRICT NO. 11, ST. LOUIS COUNTY.

This district pays its teacher an annual salary of \$750; has retained its present teacher for 24 years, and enrolls 54 pupils.

powers and duties. The president of the Board makes a detailed report to each General Assembly and the Board is required to make an appraisal annually of all the property belonging to the University. It is also the duty of the Board to provide for the protection and improvement of the property of the University. The Board has power also to make such by-laws, ordinances, rules, etc., as it may deem expedient for the fulfilling of the obligations resting upon it.

9. *Organization of the Departments.*—The Board of Curators on May 5, 1870, adopted a resolution providing for the reorganization of the University, and this was accomplished in part; but it seems that the real reorganization may be said to date from July 4, 1876, when the University was organized under the new Constitution of 1875, which provisions have been noted in the paragraphs above.

(a) *The College of Arts and Sciences.*—This was the first department of the University and its organization may be dated from the beginning of the University in 1841.

(b) *The School of Medicine.*—In January, 1846, during President Lathrop's administration, the St. Louis Medical College was articulated with the University as its medical department. This relation was continued for ten years, when they were separated and the University was without a School of Medicine till 1872, when the Board of Curators established a Medical school to be conducted as one of the departments of the University. The faculty was selected at once and the school opened for instruction in February, 1873, with five professors. The ordinance of the Board establishing the school said, "The plan of instruction in this Medical school is designed to be the same as that pursued in the University of Virginia." This school was maintained on the above basis till

June, 1886, when a plan of co-operation was formed between the Missouri Medical College, St. Louis, and the Medical school of the University. In brief, the plan was as follows: The school at Columbia was constituted as Medical School No. 1 of the University while the Missouri Medical College was called School No. 2 of the University. The junior courses were to be taken at School No. 1, and the senior courses at School No. 2; however the Missouri Medical College reserved the right to give junior courses also. By the terms of the contract the schools were to retain their independence in the matter of government, income, and debts. This contract did not prove to be of advantage to either school and was terminated in March, 1890, and the University from that time to 1909 maintained its own Medical school. At this time on account of the lack of proper clinic and hospital facilities the Board of Curators thought it wise to offer only the first two years of a Medical course. It is proper to note, however, that this action was taken only after the Board had tried to make suitable arrangements for the advanced courses of a Medical school.

(c) *School of Education*.—The Normal Department was first authorized in 1849 but it was not organized until 1867. With slight changes in the scope and organization the work continued under the head of the Normal Department until 1904, when the Teachers' College was organized, and this became the School of Education in 1909.

(d) *The College of Agriculture and Mechanic Arts*.—The Congress of the United States, July 2, 1862, passed a general act for the establishment of schools of Agriculture and Mechanic Arts throughout the United States. Under this act Missouri received 330,000 acres of land to endow a College of Agriculture and Mechanic Arts. Three-fourths of the pro-

ceeds of this grant were to be used for the College of Agriculture and the other one-fourth was to be used for a School of Mines. On February 24, 1870, the General Assembly passed an act locating the College of Agriculture and Mechanic Arts at Columbia. The act provided that the college should be made a distinct department of the University. To secure the location of this college at Columbia, Boone county paid to the University a cash bonus of \$30,000 and 640 acres of land. This land cost the county \$60,000 which makes a total of \$90,000 contributed to secure the College of Agriculture and Mechanic Arts. The experiment station in 1888 was put under the control of the above College.

(e) *The School of Mines and Metallurgy.*—This school was created by the Board of Curators and opened for its first session in November, 1871. It was located at Rolla, in Phelps county. The county having offered a bonus of \$75,000 in 10 per cent bonds and buildings and lands valued at \$55,545; however, the bonds were never paid.

(f) *School of Law.*—The Law School had its beginning in 1871 when the first faculty was selected but the school was really opened in October, 1872.

(g) *The Engineering School.*—The Engineering school was first established in 1877 as the Department of Civil Engineering; however, the school grew so rapidly that it was organized in 1878 on the same basis as the other professional schools under the title "The School of Engineering," and now there is included in the school the departments of Civil Engineering, Electrical Engineering, Mechanical Engineering and Chemical Engineering.

(h) *Graduate Department.*—The University offers graduate instruction in all its departments except Law and Medi-

cine and the usual requirements for the A. M., Ph. D. degrees are made in the various schools before the degrees are granted.

(i) *School of Journalism.*—The School of Journalism was established in 1908 to meet the needs of this new and important profession.

(j) *The Extension Department.*—The Extension Department was organized in 1910 to meet the needs of those students who are so engaged that they are unable to be in residence at the University and yet desire to continue their university work.

10. *Main Building Destroyed by Fire.*—On January 9, 1892, the main building of the University was destroyed by fire. Gov. Francis called an extra session of the Legislature which appropriated \$237,500.00 for the purpose of constructing new buildings. At the same time the people of Columbia and Boone county donated \$50,000.00 to the building fund.

11. *Alumni and Student Organization.*—(a) *Alumni.*—In accordance with the revised constitution of the Alumni Association, besides the general organization, there have been organized about fifty local associations in the Counties of the State.

(b) *Literary and Scientific Societies.*—The following societies are conducted by members of the Faculties and are open to advanced students: The Scientific Association organized with a general section and special sections of Biological Science, Mathematical and Physical Science, Social and Political Science, The Philological Club, Mathematical Journal Club, Zoological Field Club and The University of Missouri section of the American Chemical Society.

(c) *Societies managed by Students.*—The following Societies are managed by the students, though in some cases

members of the Faculty participate in the membership: Athenaeum, Union Literary, Bliss Lyceum, Missouri State University Debating Club, New Era Debating Club, Medical Society, Agricultural Society, Engineering Society, Der Deutsche Klub, Sketch Club, Asterisk Club, History Club, Branch of The American Institute of Electrical Engineers, Branch of The American Society of Mechanical Engineers and The Dana Club.

(d) *Musical Organizations*.—The students maintain a Military Band, Glee Club, Carol Club, Mandolin and Guitar Club, Piano Club and Violin Club.

(e) *Christian Organizations*.—Both the Young Men's Christian Association and The Young Women's Christian Association have houses with very efficient organizations.

12. *Support of the University*.—The University derives its support in the main from the following sources:

(a) The interest derived from the permanent endowment fund of the University which now amounts to \$1,260,000.00. This fund came from land grants and donations originally.

(b) The United States Government makes annual appropriations for the support of the University in accordance with the Morrill, Hatch Acts, etc. The amount from this source is now about \$80,000.00 per year.

(c) Bi-ennially the General Assembly makes an appropriation for the support and maintenance of the University.

(d) The University derives some funds from the tuition charges made upon students.

(13) *Statistics*.—(a) *Faculties*.—As now constituted the faculties consist of seventy-one Professors, thirty-three Assistant Professors, one hundred twenty-three Instructors and Assistants, fifty-two Students Assistants and twenty-four other

officers, making a total of three hundred three officers for the whole University.

(b) *Students*.—The enrollment for the year 1909-1910 was as follows: Arts, 1,098; Agriculture, 510; Education, 259; Law, 271; Medicine, 30; Engineering, 428; Journalism, 75; School of Mines, 229; making a grand total of 2900.

(c) Value of Buildings, Grounds, etc., for the Plants at Columbia and Rolla, are estimated to be worth \$3,500,000.00.

(d) *Fees*.—All students of the University, except for the Summer session and the short winter courses in Agriculture, are required to pay a library and incidental fee of \$10.00 annually.

The Summer School students and Agricultural students pay a registration fee of \$5.00.

Students who are not residents of this State pay an annual tuition fee of \$20.00 in all the Departments of the University.

Students who are registered in the Departments of Engineering, Journalism, Law and Medicine pay an annual tuition fee of \$20.00.

(e) *Aggregate Appropriations*.—Including all the appropriations made for the University between 1841 and 1910 and the School of Mines from 1875 to 1910, the University has received \$7,218,138.10.

(14) *Characterization*.—It is very nearly impossible to suggest an adequate characterization for so long a history including so many different facts, but it is certain that Dr. Read's administration rehabilitated the University after the Civil War period and it was during his administration that the larger number of professional schools were established.

Further, it is clear that the administration of Dr. Laws was one in which the higher academic standards and ideals were worked out.

Concerning the great work of Dr. Jesse as President, it seems clear that he transformed the institution from the college to a true University standard; moreover, he did much to encourage the growth of high schools.

Dr. Hill has been in the Presidency only a short time, consequently it is not fair to make any complete statement about his policies; however, it seems that one thing is quite evident, namely, that all the professional schools of the University are to be placed upon a higher plane in that at least two years' college work will soon be required for admission to any of the strictly professional schools.

15. *Presidents.*—John H. Lathrop, 1841 to 1849; James Shannon, 1849-56; W. W. Hudson, 1856-59; G. H. Mathews, Chairman of the Faculty, 1859-60; B. B. Minor, 1860-62; John H. Lathrop, Chairman of the Faculty, 1863, President, 1865-66; Daniel Read, 1866-76; S. S. Laws, 1876-91; R. H. Jesse, 1891-08; Albert Ross Hill, 1908.

(C) Central College:

1. *Early History.*—Central College, located at Fayette, grew out of the old Howard High School which had been opened in 1844 by the Rev. William T. Lucky and the Rev. Nathan Searritt. This school had been opened in the building which was started with the hope of securing the State University at Fayette; however, the University was located at Columbia and Captain W. D. Swinney of Glasgow bought the unfinished building under a contractor's lien, finished it, and allowed the above named men to start a school in it. Almost from the first the school was a success, so that by 1852 it en-

rolled 350 pupils per year. However, in October, 1847, the building and grounds were conveyed to Wesley Green, Joseph Sears, Thomas Johnson, Andrew Monroe, and Abiel Leonard, joint tenants for the purpose of forming a public institution of learning which was to be under the general control and government of the Conferences of the Methodist Episcopal Church, South, in Missouri. The Howard High School continued its existence under the same management for some time, in fact until the charter was granted for Central College proper.

(a) *College Located.*—In 1853 an Educational Convention met in St. Louis and after a sharp contest between Fayette and St. Charles, Fayette was selected as the seat for the new college; the first meeting of the Board of Curators being held December 9, 1853.

(b) *High School Burned.*—On January 27, 1854, the old Howard High School building was burned and immediately there was held a joint session of the Trustees of the High School and the Curators of Central College, which resulted in the transfer to the Curators of the site of the High School, this being used as a beginning for the College campus. One of the conditions of the transfer was that the Curators of Central College should add a wing to the boarding house of Howard High School which was to be used for school purposes.

(c) *College Chartered.*—On March the first, 1855, the General Assembly of the State of Missouri issued a charter to the new College which was to be under the control of the two Conferences of the Methodist Episcopal Church, South, of the State. The new college, however, did not open until 1857, when the college building was dedicated. In 1901 the

Charter of the College was amended so as to bring the control of the institution under the three Conferences of the State. This control is vested in a Board of Curators, twenty-four in number, who serve for four years. One-third of the number of the Curators shall be appointed by each of the three Conferences, and one-third of the Curators must be members of the Alumni Association of the College. The Charter authorized the education of both men and women, although most of the time only men have been admitted.

(*d*) *Organization*.—In June, 1857, a preliminary organization of the College was made which provided that the school should open in September, and two professors with a principal for the preparatory department were selected. The two chairs established at the beginning were those of Mathematics and the Ancient Languages and Literature. The Rev. Carr Waller Pritchett was made professor of Mathematics; the Rev. Nathan Scarritt, professor of Ancient Languages and Literature; and Mr. Eli Offutt was selected to take charge of the preparatory departments. Rev. Scarritt was made President for the ensuing year. In 1859 it was proposed to establish a Chair of Natural Sciences; however when Prof. Pritchett was selected to fill the chair it seems that he merely included these branches along with Mathematics.

2. *Progress of the College*.—The new school hardly got a fair start during the four years previous to the Civil War, and all the time the financial affairs of the institution made a very serious problem for the administration. Notwithstanding this, much good teaching was done and six young men had been graduated.

3. *War Period*.—The school was closed from 1861 to 1868, though a sort of an independent school was opened in the College building in 1866.

4. *Reorganization*.—On account of debts and the lack of productive endowment, the new board which met in 1867 decided it would not be wise to proceed with the reopening of the College until funds were provided to insure its efficiency, consequently the new president, the Rev. William A. Smith, undertook as his first task the raising of an endowment of \$100,000. His health failed before the task was completed but others carried on the work till 1870, when the endowment fund had reached the sum of \$96,000. Meanwhile the Classical Seminary of Central College was being conducted in the Central College building. In the fall of 1870 the College proper was again opened, with the Rev. John C. Wills as president, but the next ten years represented continual struggle and sacrifice on the part of the President and faculty, for this was the general period of poor financial conditions throughout the country. In fact the affairs of the institution were in such a critical condition that the Board of Curators considered a proposition for amalgamation with Pritchett School Institute, which was located at Glasgow, Missouri, but the Board finally decided not to accept the proposition offered by the Trustees of Pritchett Institute. This fact served to call attention to the needs of the College and rallied its friends in Fayette and vicinity to its support; then further, the board elected the Rev. E. R. Hendrix as president in 1878. He was a young man of fine scholarship and personality and did much to set the College on a sure foundation; indeed it may be fairly said that since his administration the College has on the whole moved forward steadily.

5. *Statistics*.—(a) *Faculty*.—The faculty at present consists of twelve professors.

(b) *Students*.—Since the organization of the institution there have been in attendance 3,400 students and 336 have

been graduated. The enrollment for the current year 1909-10 was 170.

(c) *Endowment*.—The present productive endowment of the College is \$202,000.

(d) *Value of Plant*.—A conservative value of the buildings, grounds, scientific apparatus, and library is \$270,000.

(e) *Student Organizations*.—The student organizations are the Alumni, Y. M. C. A., Aristotelian, and Phi Alpha Literary societies, band and orchestra.

(f) *Tuition*.—The tuition fees range between \$65 and \$75 per year.

6. *Affiliated Schools*.—Besides the Academy at Fayette there are two other affiliated schools, Woodson Institute, Richmond, and Centenary Academy located at Palmyra.

7. *Characterization*.—The purpose of the founders of Central College was to offer to young men and women a thorough education immediately under the control of the church. Which education should be distinctively and positively of a Christian character, and while the school has always been under the control of the M. E. Church, South, it has never been narrowly sectarian and has always stood for the highest standard of scholarship and culture.

8. *Former Presidents*.—Rev. Nathan Searritt, D. D., 1857-1858; Rev. A. A. Morrison, D. D., June, 1858-March, 1860; Rev. C. W. Pritchett, LL.D., (pro tem.), March, 1860-June, 1860; Rev. W. H. Anderson, D. D., June, 1860-June, 1861; Rev. W. A. Smith, D. D., June, 1868-April, 1870; Rev. J. C. Wills, D. D., August, 1870-February, 1878; Rev. E. R. Hendrix, D. D., LL.D., April, 1878-June, 1886; O. H. P. Corprew, A. M., (pro tem.), June, 1886-June, 1888; Rev. J. D. Hammond, D. D., June, 1888-June, 1896; Tyson S. Dines,

A. M., June, 1896-June, 1897; E. B. Craighead, LL.D., June, 1897-June, 1901; T. Berry Smith, A. M., (pro tem.), June, 1901-June, 1903; Rev. James C. Morris, D. D., June, 1903-June, 1907; William Alexander Webb, June, 1907 —.

(D) William Jewell College:

1. *Origin and Early History.*—The desire of the Baptist Denomination to have an Institution in which to train young men for the Ministry who would be effective in the preaching of the Gospel led to the establishment of William Jewell College. As early as 1834 the matter received some attention among Missouri Baptists, but the problem came into real form when Dr. William Jewell of Columbia, Missouri, in 1843 offered to the General Baptist Association some lands valued at \$10,000.00 to form the nucleus of the endowment for the proposed Institution. At first his generous offer was declined, but later it was accepted and then followed a considerable period of agitation to provide the necessary endowment. By 1849 this endowment was procured, the sum being \$59,432.00. Meanwhile, in 1849, a committee had been appointed to secure a Charter for the new Institution, which Charter was secured February 27, 1849.

2. *Location.*—According to the provisions of the Charter, the subscribers were to locate the School. They met in Boonville in August, 1849, and selected Liberty, Clay County, as the seat for the new College, and agreed unanimously to call the new College William Jewell, in honor of Dr. William Jewell, who made the offer of the first sum of money for the endowment of the school.

3. *First Faculty.*—At the first meeting of the Board of Trustees, November 12, 1849, it was decided to open the School as soon as possible and the Rev. E. S. Dulin was elected

Principal. In addition to Mr. Dulin, who was to be Professor of Ancient Languages, Rev. T. F. Lockett was made Professor of Mathematics, Rev. W. M. Hunsaker was made Principal of the Preparatory Department, and the School was ordered opened January 1, 1850. At first the basement rooms of the Baptist Church at Liberty were used as class rooms.

4. *Support of the School.*—In the beginning the School had to depend on tuition fees alone for its current expenses and the Charter stipulated that candidates for the Ministry should not pay any tuition fees. In the year 1850 and 1851 137 students were enrolled.

5. *First Building.*—The first building called Jewell Hall was completed in 1858 and cost \$44,000.00. Ely Hall was erected in 1881, Wornall Hall in 1896, and more recently Brown Hall, Vardeman Hall and the Library Building have been added to the number of important buildings.

6. *First Class.*—The first class consisting of five young men was graduated in 1855.

7. *Financial Difficulties.*—On account of serious financial difficulties the College was closed in June, 1855, and did not open again until September, 1857. This was caused by the fact that the tuition fees were wholly insufficient to meet the current expenses of the Institution and the indebtedness had been increasing from year to year till it amounted to nearly \$10,000.00. Before the College could be opened again provision had to be made to liquidate this indebtedness, which was accomplished by the resident Trustees of Clay County agreeing to assume and pay off the whole sum. A financial agent was appointed who set about to secure an increased endowment. One William M. McPherson of St. Louis pledged the sum of \$21,000.00 on condition that the Baptists of the

State and the citizens of Clay County would make a total of \$50,000.00. This condition was met, so that in the fall of 1857 the College had been materially strengthened financially.

8. *War Period*.—On account of the unsettled conditions it was thought best to close the School in 1861; consequently the Presidency and all the professorships were declared vacant by the Trustees, and no effort was made to open the School till after the close of the War. Even then the finances of the Institution were in such a hopeless tangle that it seemed almost impossible for the School to get on its feet again. The buildings were in a very deplorable condition while the Library, Apparatus and School property were all in a very unusable condition.

9. *Re-organization*.—In 1867 the Board of Trustees elected the Rev. Thomas Rambaut of Louisville, Kentucky, to the Presidency of the Institution. As soon as Dr. Rambaut came to Missouri he and the Trustees started to work for a complete re-organization of the School and began a canvass to bring back the support of the Church to the School; moreover, Dr. Rambaut proposed that the College should be organized on the same plan as the University of Virginia. This plan was adopted by the Board of Trustees and the following eight schools were established, each on an independent basis:

(a) Latin; (b) Greek; (c) Mathematics; (d) Modern Languages; (e) English Literature and History; (f) Natural Sciences; (g) Moral Philosophy; (h) and Theology.

Not all of the Professorships were filled immediately, but the College re-opened in September, 1868, and the following year there was an attendance of 81 students.

This organization, modeled after the University of Virginia, continued until 1885, when some of the Departments

were divided and the free election scheme which had been in use in connection with the above plan was abandoned and certain definite courses of study were prescribed for the students.

10. *The School of Philosophy*.—In 1869 the President's chair was endowed and the School of Philosophy known as the "Sherwood School of Philosophy" was originated, the President being at the head of the new School.

11. *School of Theology Established*.—The School of Theology, known as the "Jeremiah Vardeman School of Theology", was constituted in August, 1869. This is one of the unique features of the School which has been maintained since that time. It is planned in such a way that the students take their theological work in lieu of certain parts of the literary course.

12. *Statistics*.—(a) *Faculty*.—There are now twenty-two full professors and twenty-three Instructors in the Faculty.

(b) *Students*.—During the year 1909 and 1910 the College enrolled 527 men. It should be noted that from the first only men have been matriculated in the Institution.

(c) *Alumni and Student Organizations*.—There are three Alumni Associations in the State, the general Association having its headquarters at Liberty, while the other local associations have an organization in Kansas City and St. Louis. There are four Literary Societies, namely: Philomatic, Junior Philomatic, Excelsior and Junior Excelsior. In addition to the above the students have a Young Men's Christian Association and the Student Volunteer Band and Missionary Society.

(d) *Tuition*.—The entire entrance fees and tuition for a year is \$50.00, provided the same is paid in advance.

(e) *Endowment*.—The present productive endowment of the College is \$700,000.00.

13. *Affiliated Schools.*—The College maintains an Academy at Liberty and Grand River Academy located at Gallatin, Missouri.

14. *Characterization.*—The College has always maintained a high academic standard and is one of the few members of the Union which is a Men's College, and at present it is the largest and best endowed of any of the Colleges of the Union; moreover, it is the only one which maintains a Theological Department and possibly it has the largest Library.

15. *Presidents.*—Rev. E. S. Dulin, Principal, 1850-2; Dr. R. S. Thomas, 1853-5; Dr. Wm. Thompson, 1857-61; Rev. Thomas Rambaut, 1867-74; Dr. W. Pope Yeaman, Chancellor, 1875-7; Dr. Wm. R. Rothwell, Chairman of the Faculty, 1873-83; Dr. James G. Clark, Chairman of the Faculty, 1883-92; Dr. J. P. Greene, President, 1892- —.

(E) Westminster College:

1. *Origin.*—The desire of the Presbyterian Churches constituting the Synod of Missouri to have a Higher Institution of learning to train the young men of the Church caused them to found Westminster College. The Institution at first, in 1849, was called Fulton College, but in 1853 a Charter was secured and the school named Westminster College.

2. *Location.*—In 1854 the Synod of Missouri met at Fulton in Callaway County and after discussing the proposition for some time, in which the availability of Fulton, Richmond, Boonville and St. Charles were considered, the new College was located at Fulton. To secure the College, Fulton gave \$15,391.00 in cash, 18 acres of land and the buildings and grounds of the old Fulton College, valued at \$5,000.00; also a pledge of \$20,000.00 for scholarships.

3. *Organization.*—Dr. Alfred A. Ryley was chosen Presi-

dent in March, 1883. William Van Doren was the first Professor and the school was opened early in May, 1853, for a session of twenty-one weeks.

4. *First Building*.—The cornerstone of the first building was laid July 4, 1853, and the structure costing \$15,000.00 was completed in February, 1854.

5. *The Early Faculty*.—Dr. Ryley lived only a short time and the Board elected Dr. W. L. Breckenridge as President in February, 1854. However, he declined and Dr. S. S. Laws was elected as President in June of that same year. Dr. Laws had been made Professor of Natural Sciences at the February meeting of the Board and T. D. Baird was chosen Professor of Mathematics.

6. *First Years*.—For the year 1853-54 there were three Professors as noted above, one tutor, J. G. Smith, and the College enrolled one hundred fourteen students.

7. *Re-organization on the University of Virginia Plan*.—In June, 1858, the College was re-organized into six schools very similar to the organization of the University of Virginia. This arrangement has been continued till the present time. The six schools are: Mental and Moral Philosophy; Latin Language and Literature; Greek Language and Literature; Mathematics; Physical Science and English Language and Literature.

8. *Civil War Period*.—Westminster had to encounter the same difficulties during this period as we have noted in connection with other Institutions. However, by heroic efforts on the part of the Faculty and Board of Trustees the school was kept in operation. It is true that much of the time the Faculty went unpaid, or at least only insignificant sums were paid them, such as could be secured from tuition fees. During

this time the permanent funds of the College were very much depleted by the bad system of borrowing from them to meet the contingent expenses of the School.

9. *Securing Endowment.*—The above mentioned policy kept this school in continual straitened financial circumstances and made it imperative that a larger endowment should be provided. In March, 1868, Dr. N. L. Rice of New York City was called to the Presidency. Under his leadership the endowment was increased more than \$40,000.00 and a regulation passed by the Board that no part of the permanent endowment, except the interest, should ever again be used for contingent expenses.

10. *Northern Presbyterians Join in Ownership and Support.*—During the Presidency of Dr. McCracken, and largely through his efforts, the Synod of the Northern Presbyterian Church in the State of Missouri assumed joint control with the Synod of the Southern Presbyterian Church. At present this control is vested in a Board of Trustees consisting of twenty-four members, twelve from each Synod.

11. *Buildings Destroyed.*—On September 10, 1909, Westminster Hall, the main building of the College, and the Chapel, which was attached to this building, were destroyed by fire. The authorities of the College secured quarters in other places in the town and the School was continued throughout the year. In August, 1910, the cornerstone for a handsome new building was laid. The building when completed will cost \$85,000.00.

12. *Student Organizations.*—There are two Literary Societies, the Philologic and the Philalethian, organized respectively in 1852 and 1854. They both have large and well furnished halls and hold meetings weekly. There is also a Glee Club and Young Men's Christian Association.

13. *Statistics.*—(a) *Faculty.*—The Faculty consists of twenty Professors, Instructors and Student Assistants.

(b) *Students.*—One hundred thirty students were enrolled for the year 1909-10, but this number is rather under the average, due in a large measure to the somewhat disorganized condition of the school on account of the loss of the buildings. The average number of students for a year is about one hundred and seventy-five.

(c) *Diplomas Issued.*—During the history of the School it has issued three hundred seventy-four diplomas.

(d) *Students Attending.*—Since the organization of the Institution 4,000 students have attended it.

(e) *Endowment.*—The present productive endowment of the College is \$227,063.57.

(f) *Value of Plant, Etc.*—The estimated value of the buildings, grounds, equipment, etc., is \$132,502.50.

14. *Presidents.*—Samuel S. Laws, D. D., 1855-61; John Montgomery, D. D., (Acting), 1864; Nathan L. Rice, D. D., 1868-74; M. M. Fisher, D. D., (Acting) 1867-68 - 1874-77; C. C. Hersman, D. D., 1881-87; W. H. Marquess, D. D., 1888-1894; E. C. Gorden, D. D., 1894-98; John H. MacCracken, Ph.D., 1899-03; John J. Rice, LL.D., (Acting) 1898-99-1903-1904; David R. Kerr, Ph.D., D. D., 1904 —.

15. *Characterization.*—The Institution has been true to the ideals of its founders in that it has stood for the highest standards of scholarship and character for its students.

(F) Washington University:

1. *Origin and Early History.*—The Hon. Wyman Crow, a member of the State Senate from St. Louis, on the 22nd of February, 1853, secured a Charter from the General Assembly for a school to be located in St. Louis. The school was to be

called Eliot Institute in honor of the Rev. William G. Eliot, a distinguished man of that City. The charter was to be perpetual and was quite liberal in its terms. Among some of the important provisions the charter exempted all the property from taxation and provided that "no instruction either sectarian in religion or partisan in politics shall ever be allowed in the University. Further, no sectarian or party test shall ever be a factor in the election of Professors, Teachers, or other officers of the University".

The first meeting of the Board of Trustees occurred February 22, 1854. At that time Dr. Eliot expressed a desire that the Institute should not retain the name "Eliot Institute;" consequently the Trustees selected the name Washington Institute, largely because the charter had been granted on the anniversary of Washington's birthday and for the further reason that the first meeting of the Board had been one year following. However, in accordance with the enlarged plans for the future of the institution, in 1857 the charter was changed and the name adopted for the school was Washington University.

2. *First Schools.*—The first school work done under the charter of 1853 was the class work conducted under the name of the "O'Fallon Polytechnic Institute." This work was carried on in the winter of 1854-55; the classes were held in a building on Sixth Street in which a day school had been conducted for some time. The Polytechnic Institute was an evening technical school and the day school still continued in existence with the same corps of teachers for both of the schools. Mr. N. D. Tyrell and Mr. J. B. Low did the teaching till September, 1856, when a new building was completed for the day school and immediately was occupied by it. The evening

school was continued for some years by the University but was finally turned over to the Board of Directors for the City system of St. Louis. The day school prospered, having one hundred eight students for the first year. The school still being in existence, is known as Smith Academy, one of the preparatory schools of the University.

3. *Opening of the University.*—The formal opening of the University dates from April 23, 1857, when the Hon. Edward Everett delivered the dedicatory oration, and soon after the college proper was organized for work. The first degrees were granted in 1862.

4. *First Faculty.*—Dr. Joseph G. Hoyt was elected Chancellor December, 1858, and entered upon his duties in February, 1859. Prior to this time J. D. Low had been made Principal of the Academy, Dr. Abraham Litton, Professor of Chemistry, and J. J. Reynolds, Professor of Mechanics and Engineering.

4. *First Buildings.*—(a) The first building for the O'Fallon Polytechnic Institute was located at Seventh and Chestnut Streets. The building was begun in 1858 but slow progress was made and the Civil War came on so that the building was not completed until 1867. When completed the building cost \$350,000.00. It had been the purpose of the President and Board of Trustees to use this Building as the Scientific Department of the University; however after it had been completed the building was found to be almost entirely useless for the purposes of the University. Consequently it was sold to the Board of Directors of the City School system. Among other articles in the agreement the City Board was to continue the technical evening school. The transfer was made in 1868.

(b) The new Academy building located at Washington Avenue and Seventeenth Street was the first home for the col-

lege instruction, classes being held here for many years, in fact until the new buildings were constructed on the present site. The instruction in the polytechnic school was also given in this building.

6. *Civil War Period.*—The progress of the school was much hindered by the unrest and general disturbances which characterized the war, and St. Louis, it will be remembered, was the center for a good deal of activity during the period of the war. However, the University did not close its doors but the work was very much minimized in scope and efficiency.

7. *Organization of the Departments.*—(a) *The Department of Arts and Sciences.*—This Department at present includes The College, The School of Engineering and The School of Architecture. The College as we have already indicated was organized in 1857; The School of Engineering was organized first in 1869 but was reorganized in 1889. One of the important changes which took place at that time was the requirement of five years' study for the completion of any of the courses in Engineering. At present the School offers five different courses as follows: Civil Engineering; Mechanical Engineering; Electrical Engineering; Chemical Engineering; and Architectural Engineering.

The School of Architecture for a long time was an integral part of the School of Engineering but in 1910 it was organized on a separate basis with its own Dean and Faculty.

(b) *The Law School.*—The Department of Law was established in 1860 as the St. Louis Law School but the Civil War delayed the opening of the School until 1867.

(c) *School of Fine Arts.*—The School of Fine Arts was opened in 1879. The Hon. Wyman Crow gave a handsome building which was to be used for the School. The building

has a hall for lectures and public exercises with halls for museum purposes. It cost \$135,000.00. This was one of the first schools of Fine Arts in the country.

(d) *The School of Botany*.—The Henry Shaw School of Botany was established in 1885. This Department of the University was established through the generosity of Henry Shaw of St. Louis, who donated some valuable property for that purpose. At the same time an arrangement was made connecting the Missouri Botanical Garden with the School so that it might be used as a working laboratory for the scientific study of botanical problems.

(e) *The Medical School*.—In 1891 the St. Louis Medical College, which had been founded in 1842, became a Department of the University and in 1899 the old Missouri Medical College, which had been founded in 1840, was united with the St. Louis Medical College so that both of the Schools formed the Medical School of Washington University. The Medical School was completely re-organized in 1910, making it one of the most thoroughly equipped medical schools in the whole country. The magnitude of the re-organization may be best understood by noting the fact that “combining the amounts which will be expended on hospital buildings and the endowment and funds from other sources for operation, with the amounts to be expended for laboratory and clinical building and equipment and for the operation of the medical departments from the University funds and gifts, a capital in excess of \$5,000,000.00 will be represented.”

(f) *Dental School*.—The Missouri Dental College which was founded by the Missouri State Dental Society in 1866 became a Department of the University in 1892.

(g) *Graduate Department*.—There is no separate Department organized for Graduate work but the different

Departments offer graduate courses and the University confers the A. M. and Ph. D. degrees on the same general conditions as other Universities.

8. *Student Organizations*.—The students of the University have a Dramatic Club, a Co-operative Association and a Y. M. C. A.

9. *Dormitories*.—There are two dormitories, Tower Dormitory and Liggett Hall. These dormitories will accommodate one hundred and fifty-five men and are rented to the students at sixty dollars per year for a single room and one hundred fifty dollars per year for a suite. McMillan Hall is the women's dormitory and will accommodate one hundred and twenty-five students. They are rented at sixty dollars for a single room per year and as much as one hundred sixty dollars for a double suite.

10. *Statistics*.—(a) *Faculty*.—The Faculty of the College of Arts and Sciences number sixty-two; the Law Faculty numbers thirteen; the Medical Faculty, including Professors, Special Lecturers and Assistants, numbers ninety-five; the Dentistry Faculty numbers fifty-six; the Fine Arts Faculty numbers fourteen, making in all two hundred forty for the entire Faculty of the University.

(b) *Students*.—The Department of Arts and Sciences enrolled four hundred sixty students for the year ending June, 1909; Law, ninety-three; Medicine, two hundred three; Dentistry, ninety-two; Social Economy, nineteen; Fine Arts, one hundred seventy-eight; total, one thousand and forty-five.

(c) *Library*.—The Department of Arts and Sciences has a library consisting of forty-five thousand bound volumes and five thousand pamphlets; the School of Fine Arts has two thousand three hundred thirty bound volumes and two thou-

sand one hundred twenty-eight pamphlets; the Law School has eighteen thousand bound volumes; the Medical School has five thousand five hundred fifty-two bound volumes; the Dental School has six thousand bound volumes; the Shaw School of Botany has twenty-five thousand one hundred two bound volumes and thirty-five thousand pamphlets. The totals being one hundred one thousand nine hundred eighty-four bound volumes and forty-two thousand one hundred twenty-eight pamphlets.

(d) *Value of the Plant.*—The present value of the plant, including thirteen buildings, one hundred fifteen acres of land and the equipment of the various Departments of the University, is \$3,733,298.90.

(e) *Productive Endowment.*—The productive endowment of the University is \$7,337,200.00.

(f) *Fees.*—The matriculation fee is five dollars for all students who are candidates for a degree. In the Arts and Science Department the tuition is \$150.00 per year; the tuition is \$100.00 per year in the Law Department; the tuition is \$100.00 in the Medical Department and there are laboratory fees also of \$40.00 for the first year, \$20.00 for the second and \$12.00 for the third; the tuition in the Dental School is \$150.00 per year; the tuition in the Fine Arts School varies according to the number of courses and types of work undertaken, in full work the charges are \$37.50 to \$48.00 for a term of eighteen weeks and the tuition in the School of Social Economy is \$25.00 per year.

11. *The St. Louis School of Social Economy.*—This School is affiliated with the University and its Director and Associate Instructor in Sociology are teachers in the University. The School receives an annual appropriation from the

Sage Foundation and its purpose is to train social workers and to make a scientific study of social problems, particularly in the City of St. Louis.

12. *The Secondary Schools*.—Organized under the charter of the University there are now three secondary schools, Smith Academy, Manual Training School and Mary Institute.

(a) *Smith Academy*.—The School which grew into Smith Academy was organized in 1866. At present it is housed in a good building on Von Versen Avenue and Winde-
mere Way. It is a boy's preparatory School with a separate Faculty and its courses prepare for admission to any of the Colleges and Universities of the Country.

(b) *Manual Training School*.—This is conducted in a building near Smith Academy and its courses, all four years in length, prepare for technical and industrial work and they are broad enough also to be preparatory for College and Technical Schools. The School was organized in 1880 and is considered the oldest Manual Training School of its type in the country.

(c) *Mary Institute*.—This a secondary school for girls, and is housed in a good building on Lake and McPherson Avenues. The School was first organized in 1859 under the Principalship of E. D. Sanborn. At present it has its own Faculty consisting of thirty-six members. Its course covers ten years and in a general way it prepares for Western Universities and the Eastern Women's Colleges.

13. *Chancellors*.—Joseph G. Hoyt, 1858-62; William Chauvenet, 1862-69; William G. Eliot, 1871-87; Marshall S. Snow (Acting), 1887-91; Winfield S. Chaplin, 1891-1907; Marshall S. Snow (Acting), 1907-08; and David F. Houston, 1908 —.

14. *Characterization.*—The University has done much for technical education in the middle west. It was the first Institution to give large emphasis to Manual Training and many other technical lines. It proposes to continue its services to education by its re-organized Medical School and its newly organized School of Architecture. Very early in its history it opened its doors to women and now they are admitted to all its Departments.

(G) Drury College:

1. *Origin and Early History.*—The Springfield Association of Congregational Churches in the spring of 1872, through a series of resolutions, offered by the Rev. Fry, pastor of the Congregational Church at Carthage, observed the need for a higher institution of learning for the Southwest part of the State of Missouri, since no such institution then existed in that large and important area of the State.

A Committee was appointed to canvass the situation with the result that an institution known as Springfield College was located in Springfield in March, 1873, Springfield having pledged \$58,000.00 to secure the new college.

The two men who did most of the preliminary work were the Rev. J. H. Harwood, a Congregational Minister, and the Rev. N. J. Morrison, who had been President of Olivet College, Michigan, and who was selected for the Presidency of the new College.

In July, 1873, on account of the gift of \$25,000.00 from Mr. S. F. Drury of Olivet, Michigan, the name was changed from "Springfield College" to "Drury College." The name being chosen as a memorial for Mr. Drury's only son Albert F. Drury, who had died a few years before.

About the same time Dr. Morrison secured from other

friends \$25,000.00, so that at the organization of the College it had pledges and money amounting to \$100,000.00.

2. *Organization and Control*.—The College was incorporated under the General Statutes of the State of Missouri in August, 1873. Among the more important provisions of the Articles of Incorporation the following may be mentioned:

(a) *Aims*.—The aim of the Institution as stated by Article 2 in the provisions of the Incorporation was to afford both sexes ample facilities for instruction in the Arts and Sciences for a liberal education. Thus the College was co-educational from its organization.

Another aim of the Institution was to provide for the training of the youth in "the high culture and morality of the Christian religion".

(b) *Control*.—Originally the control of the College was vested in a Board of Trustees composed of twelve members with the President who was ex-officio member. At first it was provided that at least seven members of the Board should be connected with Congregational Churches. However, in 1885 the Constitution was amended so as to include twenty members in the Board of Trustees and this is the form of government now.

Article 3 of the Constitution now provides that in the choice of Trustees, Officers and Faculty no denominational test shall be used.

The Board is a self perpetuating body, the term of office of the members being four years.

(c) *Religious and Political Freedom*.—Article 7 of the Constitution provides "that no religious or political test as a condition precedent to the enjoyment of all the advantages afforded by Drury College for study and instruction shall ever be established or allowed by the Board of Trustees."

3. *First Building.*—The first building was begun in August, 1873, Mr. Drury throwing the first shovel of dirt from the basement, and by September 25th one room was sufficiently completed to be used for the opening of school. When the structure was completed, being a plain brick building, it was known as the “Preparatory Building” but later it was called “Library Hall.”

4. *First Faculty and the School Opening.*—We have previously mentioned the fact that Dr. N. J. Morrison was the first President. The other members of the Faculty at the opening of the school were George H. Ashley and Paul Roulet. The School opened with thirty-nine pupils on the first day. It is worthy of note that six pupils of this thirty-nine took the full collegiate course and three of them have been members of the Drury Faculty.

5. *Preparatory Department and Model School.*—At the opening of the College a Preparatory Department was established; in fact for some time this was the most important Department of the Institution.

One of the unique features of the organization was the “Model School” for small children. This school which was used for observation purposes for the pupils of the Normal Department also, was continued at intervals till 1881 when it was abandoned, being considered a failure.

6. *Normal Course.*—Very early a Normal Course was instituted to prepare those who wanted to teach, but it was never very popular or a real success even though the members of the Faculty exerted themselves to make it so, consequently after some time it was abandoned.

7. *Music and Art.*—Schools of Music and Art were early organized and affiliated with the College. While they were managed on a popular basis they attracted many students,

sometimes even more than the College proper, but the relation as affiliated schools proved unsatisfactory and finally they were made regular Departments of the College in which the same standards of work and efficiency were demanded as in the other Departments of the Institution.

8. *Re-organization.*—During the year 1878-79 the Academy was re-organized so that its requirements were much similar to those of the well known Eastern Academies, and at the same time the College work was so reconstructed and elaborated as to make it compare favorably with that of the typical New England Colleges. There were three men who had a very important part in this forward movement namely, George Burton Adams, who is now Professor of History in Yale University, E. P. Morris, now Professor of Latin in Williams College, and E. M. Shepard, who was one of the most influential members of the College Faculty till 1908, when he retired on an annuity from the Carnegie Foundation.

9. *Dormitories.*—There are two thoroughly modern dormitories operated by the College. Fairbanks Hall erected in 1876 at a cost of \$25,000.00, is the Men's Dormitory. It will accommodate about sixty men, the expense being about four dollars per week per man in single rooms. McCullagh Cottage erected in 1894 at a cost of \$25,000.00 is the Dormitory for women. The expenses in this Hall are about five dollars per week.

10. *Statistics.*—(a) *Faculty.*—The Faculty at present consists of thirteen Professors, two Associate Professors, two Assistant Professors, eight Instructors, three Assistants, making a total of twenty-eight teachers.

(b) *Students.*—For the year 1909-10 there were enrolled one hundred eighty-five students in the College, two hundred

eleven students in the Conservatory of Music, thirty-seven in the Art Department, one hundred sixteen in the Academy. After duplicates are deducted there were four hundred fifty students enrolled for all Departments.

(c) *Student Organizations*.—Besides the Alumni there are the following Societies in the College: Young Men's Christian Association, Young Women's Christian Association, four Literary Societies, "The Drury Oratorical Association" for men, "The Lauriferae" for women, "The Delta Lambda Kappa" and "The Scientific Society" both of which admit men and women.

(d) *Productive Endowment*.—The productive Endowment of the College is now \$400,000.00.

(e) *Library*.—There are now thirty thousand volumes in the Library.

(f) *Graduates*.—Including the class of 1909 three hundred twenty-two men and women have received diplomas from the College proper.

(g) *Tuition and Fees*.—The tuition for the College is \$25.00 per semester or \$50.00 per year.

(h) *Buildings*.—The College now has a fine campus with twelve buildings; including the equipment a conservative estimate on the plant is \$300,000.00.

11. *Characterization*.—No College in the country has stood more consistently for high standards of scholarship and academic freedom than Drury. Both of these are traditional and well kept ideals of the institution.

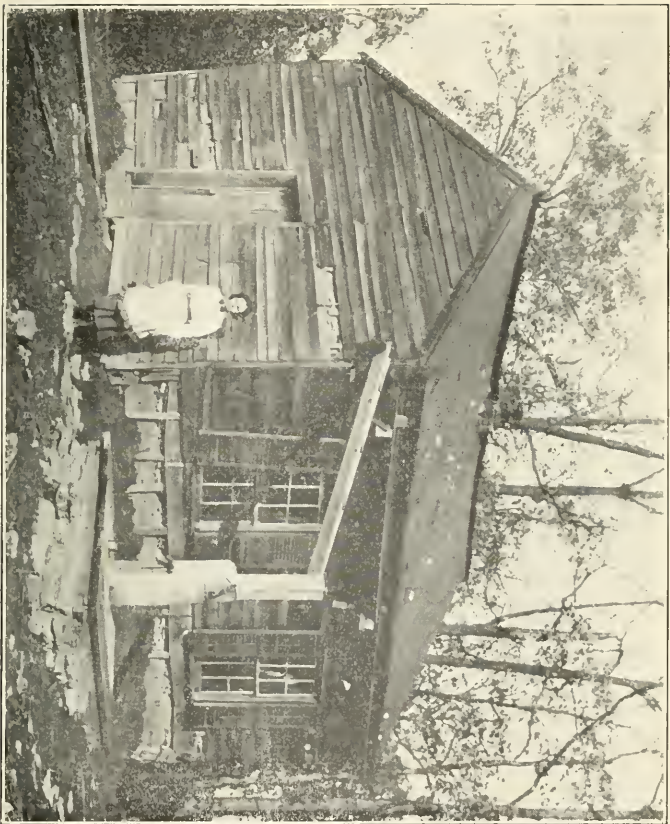
(H) Park College:

1. *Organization and History*.—Park College was organized in 1875 by the Rev. John A. McAfee, D. D., and Col. George S. Park. It is located in Parkville, a village overlook-

ing the Missouri River about nine miles North of Kansas City. The organization was in the nature of an experiment at first, but when the first class was graduated in 1879 it was considered that the experimental stage had been passed and a Charter was secured which provided for a Board of Trustees. The Constitution now provides that the College shall be managed by a self perpetuating Board of fourteen members. The College and Academy, during the first eleven years of the Institution's history, were managed by Dr. McAfee and Col. Park. In fact it may be said that they were the dominating factors in the school's growth and influence. However in 1890 both of them died and since that time Dr. Lowell M. McAfee has been in charge as Chairman of the Faculty or President.

2. *Objects of the Institution.*—The very definite purpose of the Institution is to provide a plan of education for worthy young men and women who have not the ready means to secure a College education in the usual way.

3. *Details of the Plan.*—A large farm of twelve hundred acres is owned and operated by the College. It is located near the campus of the school and is cultivated almost wholly by the students. A dairy is operated, orchards, gardens, shops, etc., are managed by the students. The students have also erected many of the buildings on the campus and even now no servants of any kind are employed by the Institution, for all the work is done by the students. This does not mean that the School is an "Industrial Institute" of any kind. This plan of the Institution is only for the purpose that students may secure the intellectual and moral training offered by the college, which is thoroughly cultural, classical and Christian in every respect. In addition to the above statements it seems worth while to enumerate some of the details of the "self-help"



This is a log house and one of the poorest in the State.

department of the College, since they have been worked out so thoroughly. This department is organized into families as follows:

(a) "*Family No. 2.*—Members of this family pay sixty or seventy-five dollars per year, and work three and one-half hours per day if Academy students, and three hours per day if College. Those paying sixty dollars pledge themselves to remain here until the first of August next after entering, working all day during July. Those paying seventy-five dollars give a pledge to remain until the end of the school year. Those who enter after the year opens make payments in proportion to the time remaining of the school year."

(b) "*Family No. 3.*—This family is the home of students who are financially unable to enter family No. 2. Its members have all the privileges of the other families. One-half day's work is required daily during the school term and all day from commencement to August 1st, the expiration of the contract. All members of this family continue in it a year or longer, varying with the date of entrance. Because of long work hours women under nineteen years of age will not be admitted to it. Payment of twenty-five dollars is required before entering the class room. Young men work a month if unable to make payment in money. Young women must make payment in money. Free use of text books will be allowed, but members of this family must be regular in class room duties; i. e., they cannot recite with two or more classes any one term. Students belonging to this family at the expiration of contracts may, by faithfulness, secure advancement to family No. 1 without the payment of money; but in this matter the heads of families will be judges, and no promise of advancement is made or implied to any individual student. Continuance in

No. 3 after the expiration of the contract may be granted but the contract must be renewed and the fee paid."

(c) "*Family No. 4.*—This family is organized for the students who are irregular in class room duties and desire to recite both morning and afternoon. Payment of one hundred dollars per annum is required. The first payment is fifty dollars." The other payments are made in equal installments in December and March and in a general way the members of this family must meet the conditions as provided for in the contract for those in Family No. 2.

(d) "*Family No. 5.*—This family is limited to fourteen young women and twenty young men. Payments of one hundred fifty dollars per annum are required and made as follows: September 1st, sixty dollars; December 1st, fifty dollars; March 1st, forty dollars. Members of this family work two hours a day. They may recite both parts of the day, morning and afternoon, if the time of the desired recitation be so chosen that two consecutive hours are given to the work period. In all other respects the conditions are similar to those of No. 2."

(e) "*Family No. 1.*—Money cannot buy a place in this family; nor can a new student enter it. It is for those who, having successfully passed their trials in one of the other families, have not the means to pay for an education. Written contract is made to remain until graduation. Text books will be provided for such students. Members of this family, if Academy students, work three and one-half hours per day; if College students three hours per day. Vacation begins about one week after commencement, the last Thursday in June and ends about the first of August. The definite date is published each year."

(f) *Admission and the Contract*.—Only students who have passed their sixteenth birthday, have had two years' study in a classical High School course, who have no ordinary means to meet the expenses of a College education, who will refrain from the use of tobacco, liquor, cards, profane and vulgar language and those who are willing to study the Bible daily and attend the daily prayer services, participating in the singing and reading of the Bible, are admitted.

Each student on entering any of the above named families enters into a definite contract to be a faithful student and worker and to observe and obey all the requirements of the college and family. Moreover there is a definite promise to meet the financial obligations imposed by the contract.

4. *Statistics*.—(a) *Faculty*.—At present the Faculty numbers twenty-four members.

(b) *Students*.—For the year 1909-10 the Collegiate Department enrolled one hundred eighty-five students, the Academy one hundred ninety-one and the Music Department twenty, not included in the above numbers, making a grand total of three hundred ninety-six students in all departments.

(c) *Student Organizations*.—The student organizations are "The Mission Study Class," "The Student Volunteer Band," "The Literary Society," "The Oratorical Association," "The Men's Glee Club," "The Choir," "The Park Lawrence Band" and "The Orchestra."

(d) *Value of Plant*.—The value of the plant, including buildings, grounds, library, etc., is \$482,050.00.

(e) *Library*.—The Library consists of sixteen thousand volumes.

(f) *Graduates*.—Since the organization of the College seven hundred thirty-one diplomas have been issued from the College Department.

(g) *Tuition and Fees*.—The tuition and fees of students not included in the various families varies from thirty to forty dollars per year.

(h) *Buildings*.—The Institution has nine buildings besides the six large cottages which are used as dormitories for the students, two being occupied by the men and four by the women. The College also owns nine cottages which are occupied by the President and the Faculty.

5. *Characterization*.—The very unique thing about the College is the “self help plan” which enables young men and young women to secure a thorough College education under the best possible influences when their means would not allow them to attend the ordinary college.

(I) Tarkio College:

1. *History of the Organization*.—The Rev. S. C. Marshall, who was President of Amity College, Iowa, was called to Tarkio early in 1883 for the purpose of conferring with some prominent citizens of Tarkio relative to the organization of the College.

The result of this conference was that an Article of Agreement was made for the organization of the School. The following men constituted a Board of Managers: Messrs. D. Rankin, W. A. Rankin, R. H. Barnes, E. F. Rankin, W. F. Rankin, John A. Rankin, W. O. Miller, R. M. Stevenson, John P. Stevenson, S. H. Prather and J. F. Hanna.

This Board guaranteed the salary of the President and Faculty and provided a suitable building and other things necessary to begin the school work.

The Rev. Marshall was chosen President and a Faculty of seven other Professors and Instructors was elected to teach in the new school which was named, “The Tarkio Valley Col-

lege and Normal Institute.” The school was co-educational and was managed by the above mentioned Board for one year 1883-84, and was then transferred to the College Spring Presbytery of the United Presbyterian Church.

One of the important conditions of the transfer was that the citizens of Tarkio should raise \$20,000.00 and the Church \$10,000.00 before 1887. The endowment was raised according to the agreement and the same constituted the initial permanent endowment for the College.

2. *Charter Secured.*—A charter was secured in 1885 by the College Spring Presbytery in co-operation with the Synod of Kansas of the United Presbyterian Church and a local committee. The Institution was named “Tarkio College” in the Charter. In 1885 the Synod of Iowa of the United Presbyterian Church took the place of the College Springs Presbytery in the control of the Institution and in 1887 the Synod of Nebraska of the United Presbyterian Church was granted a share in the control of the College. However in 1889 the Synod of Kansas withdrew from the control of the College on account of the fact that a new College had been established within its own territory.

3. *Present Control.*—At present the control of the College is vested in a Board of Directors numbering thirteen. Four from the Synod of Nebraska, six from the Synod of Iowa, in both cases of the United Presbyterian Church, and also three members elected by the Board itself from Atchison County.

There is also a Women’s Advisory Board consisting of seven members, however they do not have any legal share in the control of the Institution.

4. *New President.*—Dr. Marshall served the college till

1887 when failing health compelled him to resign and the Rev. J. A. Thompson was chosen to succeed him. Dr. Thompson began his Presidency in June, 1887, and is still in that position, being the oldest in service of any of the Presidents in the Union.

5. *First Building*.—The College first used a building which had been erected for a Court House of Atehison County, but the County had refused to accept the building. This building was destroyed by fire in January, 1892, and at once a much better building was erected on the present site, now known as the main building. Near the old Court House two dormitories have been erected, one for men in 1885 and one for women in 1888.

6. *Present Buildings*.—The College now has the main building, which contains the College office, Chapel, recitation rooms, Library, Laboratories and Society Halls.

Marshall Hall is the Dormitory for young women, which will accommodate eighty women. There is also a new dormitory for men, which will accommodate eighty persons.

7. *Present Organization*.—At present the Institution has the College proper, a Preparatory Department, a Commercial Department and the Music Department.

8. *Statistics*.—(a) *Faculty*.—The Faculty now numbers twenty-six Professors and Instructors.

(b) *Students*.—During the year 1909-10 there were enrolled three hundred thirty students in the various departments of the Institution. In the College proper there were ninety-five students, in the Preparatory Department sixty, in the Commercial Department ninety-two and in the Music Department one hundred fifty-eight.

(c) *Student Organizations*.—The students have "The Ciceronian," "Athenian," "Forum" and "Kappagathean"

Literary Societies; "The Chemical Club," "Young Men's Christian Association" and "The Young Women's Christian Association," and there is also a general Alumni Association composed of all the classical, scientific, literary, normal and musical graduates of the College.

The Musical Department has Glee Clubs for both men and women, the College Orchestra and the Oratorio Society.

(d) *Graduates*.—There have been two hundred sixty-six graduates of the College proper and thirty-nine from the Normal and Music Departments since the organization of the Institution.

(e) *Total Attendance*.—The total attendance since the organization of the College has been 2,524.

(f) *Plant and Endowment*.—The value of the property and endowment of the College combined is now estimated to be \$326,515.62. A very large share of this sum has come to the Institution through the generosity of the Hon. David Rankin of Tarkio.

(g) *Library*.—The Library now has three thousand one hundred seven volumes.

(h) *Tuition of Fees*.—The tuition and fees for the College proper is thirty-five dollars per year and in the Commercial Department it is fifty dollars per year.

9. *Characterization*.—This is one of the newer Colleges of the Union, which is growing in influence and efficiency in every Department. It has the true college spirit.

(J) Missouri Valley College:

1. *History of the Organization*.—The College was the outgrowth of a desire on the part of the Cumberland Presbyterian Church to have a College to take the place of the old McGee College which had been closed in the early seventies. This de-

sire caused the Synod of Missouri of that Church to undertake the work of securing an endowment for the Institution. As early as 1874 the Synod elected members of an education commission whose business it was to secure funds for the Institution. It was agreed that the College would not be opened until a permanent endowment of \$100,000.00 should be raised. Rev. J. H. Houx was made President of the Commission, and it was very largely through his efforts and leadership that the endowment was finally secured.

2. *Charter Obtained.*—In September, 1881, the Commission secured a Charter for the organization of the new college, but the Institution was not opened until September, 1889, for the reason that the endowment was not secured until about that time.

3. *Location.*—An offer, made by Sedalia in 1887 to complete the endowment fund on certain conditions, brought the matter of locating the College to a crisis. Finally the Commission met to consider Sedalia's proposition and it was thought best to open up the whole matter for bids for the new College, ninety days being allowed in which to receive bids. After the bids had been made the Commission met and finally decided that, all things considered, Marshall, located in Saline County, had made the best proposition, consequently the new Institution was located in that town, and the College named "Missouri Valley."

4. *Board of Trustees Organized.*—The Synods elected a Board of Trustees made up of thirteen members, which held its first meeting in June, 1888, at which time the Rev. E. D. Pearson, D. D., LL. D., was chosen President. Thus after fourteen years the school was ready to begin its organization.

5. *First Faculty.*—The first Faculty was composed of seven members. No President having been chosen, A. J. Mc-

Glumphy, D. D., LL. D., was made chairman of the Faculty and Mr. W. E. Grube was chosen Principal of the Academy.

6. *Securing a President.*—Some difficulty was experienced in securing a President. During the summer of 1889, Dr. George L. Orsborne who was President of the Warrensburg State Normal, was elected President but he declined. Some time later Dr. W. H. Black, who was then Pastor of the Lucas Avenue Cumberland Presbyterian Church in St. Louis, was chosen President, but he declined. In February, 1890, Dr. Black was elected again and accepted, entering upon his duties as President April 1, 1890, and he has been President of the Institution continuously since that time.

7. *Present Organization.*—As soon as Dr. Black became President the school underwent a re-organization and was made to include the following departments: the College proper; the Academy and the School of Music.

8. *Buildings.*—The school now has the main building, the dormitory which was built in 1895, which was afterwards named "Birkhead Dormitory" and accommodates forty-eight men, and the "Stewart Chapel" which was recently erected by the Hon. A. C. Stewart of St. Louis.

9. *Statistics.*—(a) *Faculty.*—The Faculty at present consists of eighteen Professors and Instructors.

(b) *Students.*—The Institution enrolled two hundred nineteen students for the year 1909-1910. This number is slightly less than for some other years, due no doubt to the problems growing out of the union of the two Presbyterian Churches.

(c) *Student Organizations.*—There are three literary societies for the students, The Pearsonian, The Houxonian and The Bairdean. The societies are composed of both sexes and each regular student in the institution is expected to be a

member of one of them. The institution also maintains a Young Men's Christian Association and a Young Women's Christian Association.

(d) *Graduates*.—Since the foundation of the institution it has granted two hundred fourteen diplomas.

(e) *Attendance*.—Since the organization of the College it has enrolled five thousand and thirty-one students.

(f) *Library*.—The libraries now consist of fourteen thousand volumes.

(g) *Endowment*.—The permanent endowment of the College is \$186,385.19.

(h) *Value of the Plant*.—The present value of the school plant, including buildings, grounds, libraries and laboratories, is \$225,083.76.

(i) *Tuition and Fees*.—The tuition in the Academy is \$9.00 a quarter and \$12.50 in the College. Each student also pays an incidental fee of \$5.00 a quarter. There are special fees for some of the Sciences.

10. *Characterization*.—Since its organization it has maintained a high Academic and religious standard for its students. Special emphasis has been given to Bible study and many young men have received their preliminary training in the Institution for the Ministry and other religious work.

CHAPTER VII.

CITY SYSTEMS.

I. ST. LOUIS:

(A) **Territorial History.**—1. *Organization.*—We have already mentioned the fact in the Chapter on Elementary Schools that the Territorial Legislature passed an Act in 1817 entitled, “An Act to Incorporate the Board of Trustees for Superintending Schools in the Town of St. Louis.” The Act named the first Board of Trustees as follows: General William Clark, William Carr, Colonel Thomas H. Benton, Bernard Pratte, Auguste Chouteau, Alexander McNair and John P. Cabane. On April the 4th, 1817, the Board met in the Governor’s office in St. Louis and organized, electing Governor Clark as President and Thomas H. Benton was chosen Secretary.

(a) *Powers and Duties of the Board.*—The Board was authorized to hold real estate; rent and dispose of the school lands and other property; employ teachers; make the necessary rules and regulations for the government and management of the school and they were enjoined not to show any religious preferences in the selection of teachers or allow any sectarian instruction in the schools.

2. *Lands Granted.*—As soon as the Board was organized, the District was granted a large tract of land from the public

lands or "Commons" situated in and near St. Louis. Some of these lands were very soon sold, but at such a small rate that only \$15,000.00 was realized from the sale. After a long period of litigation, in all about twenty years, some \$400,000.00 came from Congress, though only after an expenditure of a large sum of money approximating \$50,000.00. The Board had much trouble trying to find a satisfactory means of investment for the District funds. These funds were handled in such a way that only very small sums came from them; indeed, some of the principal was lost at different times through poor management; however, in this particular the City of St. Louis was acting in about the same manner as the State and Counties in the handling of school funds. At any rate, this source of revenue was wholly inadequate to support the schools.

(B) Schools Re-organized.—In 1833, the Legislature passed an Act which made provision for the re-organization of the schools. One of the most important things in this revision was that the Board of Trustees was to be elected, two members from each ward. At this time there were three wards in the City, consequently the Board consisted of six members. It may be noted that the ward system, which is here inaugurated, was used with only a few modifications at different times till 1897, when the present plan of electing the Board of Education at large was provided by the State Legislature.

(C) Means of Support Prior to the Civil War.—1. *Interest on District Funds.*—We have already noted, that the District had a special fund which was derived from the sale of its public lands; however, this fund was very small and yielded only a very insignificant revenue varying from three to five hundred dollars per year.

2. *Fees Charged*.—From the organization of the schools till 1849, tuition was charged, the fees varying at different times, from fifty cents to two dollars and fifty cents per quarter for each pupil. When the Board abolished these fees, the act precipitated a most bitter discussion in the St. Louis newspapers and the Board received a most violent condemnation from many sources. One newspaper said "That the act would open the schools to the lowest classes of the community, who would take possession of them, and drive out the better classes and degrade the schools so that they would not be more respectable than the 'ragged schools' of European cities." In reply to the above argument it was said "The system of fees divided the schools into two parties, 'the paying and non-paying,' creating invidious distinctions, bickerings and heart-burnings between pupils. The former claiming privileges because they had paid, which they denied to those who had not paid." It should be noted in this connection that the rules of the Board always made provision for the attendance of the children of very poor parents; however, it was necessary for the parent to appear before the Board and make a very definite statement that he was not able to pay the fees. Of course this was a very degrading and humiliating proceeding and was the occasion of much friction and dissatisfaction. The above situation is presented to show that the problem of making the schools actually free was one which occasioned a great deal of very earnest discussion. Of course we know that the free school idea had to be developed. It might be said, too, that this situation is fully as true for the whole state as for the city of St. Louis; in fact, this discussion is a typical one so far as the problem is concerned with reference to the whole state.

3. *Poll Tax Levied*.—In 1849 when the Board abolished the fees above mentioned it provided for a poll tax of one per cent. Of course this was a direct tax, and while much objection was made to it at the time, it was a good means of raising revenue. In 1850, its first year, \$18,432.00 came from the tax and in 1854 it had grown to be \$28,000.00.

(D) Construction of School Houses.—No school houses were owned by the School District till after 1837, when the contracts were made for the erection of two school buildings to be known as the North and South schools. Prior to this time the Board had used rented buildings. The contracts for these new school houses called for two brick buildings, each two stories high, and they were to cost \$3,170.00 each. The North School was very soon abandoned on account of its nearness to the market, but the South School site is still owned by the City System. In 1838 the Board dropped the names North and South and called the South School No. 1 and the North School No. 2. School No. 3 was opened in the west part of the city in 1842.

(E) Opening of the Schools.—School No. 1, which was first known as the South School, was opened the first Monday in April, 1838. It might be said that this was the first real public school in the city; however, it should be remembered that the fee system still prevailed when this school was opened. Mr. Edward Leavy was the first male Principal of the school and Miss Sarah Hardy was the first female Principal.

(F) First Course of Study.—The first course of study available is found in the printed report of Superintendent Charles A. Putnam, made in the year 1854. He reported that the city had one of the best organized and best graded systems

in the country. The course of study at that time consisted of Arithmetic, Grammar, Reading, Rhetoric, Punctuation, Geography, Writing and Vocal Music. These seemed to be required studies, but he mentioned English Composition, Algebra, Physiology, Declamation and Maps as being subjects studied by some of the pupils.

(G) Early Salaries.—It is interesting to note the salaries paid soon after the schools were organized. In 1840, a male principal received \$900.00 per year, a female principal \$500.00 per year and assistants \$250.00 per year. These salaries turned out to be too high, consequently in 1842, they are reduced as follows: male principal \$600.00; female principal \$360.00 and assistants \$250.00.

(H) High Schools.—The first high school was established in the year 1852-3. The first instruction was begun in February, 1853. We have already discussed this High School in some detail in our Chapter on Secondary Schools, consequently there is no need to repeat those facts here. The Central High School was built in 1893, the McKinley High School in 1903, the Yeatman High School in 1904 and the Soldan was finished in 1910. These schools are for white children; the Sumner High School, for colored children, was first erected in 1859 but a new building was finished in 1910.

(I) Normal Instruction.—Superintendent Putnam in his first report, which was issued in July, 1854, urged very strongly the need of Normal instruction to train teachers for the city system. As an argument for the establishment of Normal training he recited the fact that New York, Boston and Philadelphia had such training schools. He said that it was impossible for the city to run its system of schools with economy and efficiency unless it could have a good supply of well

trained teachers. At this time there were seventy-two teachers in the city system, and it was next to impossible to secure trained teachers when vacancies occurred. As a result of his arguments Normal classes were organized in the fall of 1854. Thirty-six students were enrolled in these classes and they studied Reading, Written and Mental Arithmetic, and Grammar. They were required to spend some time in the observation of teaching in some of the city's best grammar schools. When the new High School was completed the Normal Instruction Department was inaugurated in connection with this High School. For many years the Principal of the Central High School was also Principal of the Normal Department. Both Superintendents Harris and Soldan had much to do with emphasizing Normal Instruction in this way. It may be said that the Normal School Instruction as presented above did much to supply the system with desirable teachers, but the plan was not wholly successful and the Normal was finally abolished during Superintendent Soldan's administration; however, it should be noted that all of this history, probably, should be considered as the background for the organization of the present magnificent Teachers' College, which was organized in 1904 with Dr. Withers as its Principal. Without any question it may be stated that this is the best organized and best equipped Teachers' College in connection with a city system in the whole country. It seems entirely possible that this College will solve the problem of securing for St. Louis at least enough trained teachers for the district schools of the city.

(J) Present Organization.—1. *Board of Education.*—The ward system of control proved to be very unsatisfactory and after some agitation, a bill was presented to the Missouri

Legislature which was known as the "Civic Federation Bill." With slight amendments the Legislature on March 23, 1897, passed this bill with an emergency clause, which made it go into effect May 31st, 1897, at which time a new Board was organized consisting of twelve members. With very slight change since that time the system has been under this Board of Education. The members of this Board are elected, at large, for a period of six years and it is completely non-partisan. For purposes of administration the Board is divided into four committees each consisting of three members, as follows:

(a) Committee on Instruction, (b) Committee on School Buildings, (c) Committee on Finance and (d) Committee on Auditing and Supplies.

(a) *Officers of the Board.*—The Committees mentioned above represent the working organization of the Board but its list of officers includes a President, Vice-President, Secretary and Treasurer, Auditor, Superintendent of Instruction, four Assistant Superintendents of Instruction, an Attorney, Supply Commissioner, Commissioner of Buildings, Chief Engineer and Superintendent of Construction and Repairs.

(b) *Supervision of Instruction.*—While the supervision of instruction is vested in the Committee on Instruction theoretically, actually that function is performed by the Superintendent of Instruction, whose term of office is four years, the Assistant Superintendents, the Special Supervisors, the District School Principals and the Supervisor of Hygiene.

(c) *Departments.*—The system as now organized includes Kindergartens, District or Elementary Schools, High Schools, the Teacher's College, Evening Schools, Vocational Schools, the Industrial School, the Department of Compulsory Attend-

ance and Special Schools for sub-normal children and a school for deaf children.

(d) *Free Text Books and Supplies.*—For many years the Board of Education supplied free text-books for the first four grades in the elementary schools; later this was extended to include all of the grades of the elementary schools, and at present the Board supplies all text books and necessary material for all children in both elementary and high schools.

2. *Maintenance of Schools.*—The schools are now supported from moneys derived from a direct tax of sixty cents on the hundred dollars assessed valuation; from money derived from the State apportionment made by the State Superintendent and from interest on the permanent funds of the district, which funds amount to about \$575,000.00 at present. The Board of Education has absolute control over the management of all these funds and it is in no way responsible to the municipal government of the City of St. Louis, since the Board is organized directly under a charter granted by the State. The above revenues are sufficient to meet all the needs of the city in the matter of paying teachers' salaries, the construction of school buildings, etc. The school system has no bonded indebtedness.

(K) STATISTICS:

1. **Teachers' Salaries.**—(a) *Teachers' College.*—The Principal of the Teachers' College receives \$4,500.00 per year; the Head Assistant receives \$2,150.00 for the first year with a regularly yearly increase up to \$3,000.00 for the seventh year; first Assistants begin at \$2,000.00 and increase \$100.00 a year to the third year, and fifth Assistants receive \$1,000.00 for the first year.

(b) *High Schools*.—High School Principals receive \$3,500.00 for the first year with a regularly yearly increase of \$100.00 per year for six years; Assistant Principals begin at \$2,200.00 and increase yearly to the fourth year when they receive \$2,576.00; the Head Assistants in High Schools begin at \$2,000.00 and receive \$2,180.00 the fourth year; first Assistants begin at \$1,500.00 and increase to \$1,980.00 by the fifth year; an exception is made in the case of the Principal of the Sumner High School who begins at \$2,150.00 and reaches a maximum of \$3,000.00 at the seventh year.

(c) *District Schools*.—The Principals of Class A (18 or more assistants) begin at \$2,150.00 and they receive \$3,000.00 in the seventh year of service; Principals of B Class Schools (with 14 to 17 assistants) begin at \$1,800.00 and increase to \$2,500.00 in the seventh year; the schools are graded on down to Class G (1 or 2 assistants) Principals in such schools begin at \$700.00 and may reach \$1,000.00 in the sixth year. Head Assistants in District Schools receive \$976.00 for the first year and increase to \$1,100.00 for the third year; first Assistants begin at \$860.00 and increase to \$920.00 the third year; second Assistants begin at \$560.00 and increase to \$840.00 the fifth year.

(d) *Kindergartens*.—The Supervisor and Normal Instructor begins at \$2,300.00 and receives \$2,500.00 in the third year; the first Normal Instructor begins with \$880.00 and receives \$1,000.00 the third year.

(e) *Miscellaneous*.—The Principal of the Deaf Mute School receives \$1,200.00 for the first year and \$1,300.00 for the third year; the Supervisor of the Schools for sub-normals receives \$1,100.00 the first year and \$1,550.00 the fourth; the Principal of the Industrial School receives \$2,150.00 the first

year and \$3,000.00 the seventh; the Principal of the summer term, for a half day's service in eight weeks, receives \$250.00; the Supervisor of Evening Schools receives \$600.00 for a term of sixty nights; the Supervisor of Vacation Schools receives \$250.00 for a term of six weeks; Primary Supervisors begin at \$1,400.00 and receive \$2,000.00 in the seventh year; the Music Supervisor begins at \$1,600.00 and receives \$2,200.00 the fifth year; the Drawing Supervisor begins at \$2,300.00 and receives \$2,500.00 the third year; the Penmanship Supervisor begins at \$1,600.00 and receives \$2,200.00 the fifth year; the Supervisor of Physical Culture begins at \$2,000.00 and increases to \$2,200.00 the third year; the Supervisor of the Department of Hygiene begins at \$2,500.00 and receives \$2,600.00 the second year; the Chief Attendance Officer receives \$2,600.00 per year.

2. *Enumeration of Pupils.*—For the year 1909-10 there were enumerated for the whole city 195,966 pupils between the ages of six and twenty years.

3. *Enrollment.*—For the year 1909-10 the High Schools enrolled 5,708 pupils; the Teachers' College 208; the District Schools 91,633, making a grand total of 97,549 students for the year.

4. *Expenditures.*—For the year 1909-10 the Board of Education spent \$4,250,766.26; of this sum \$1,995,986.59 was spent for instruction, while the remainder was used for buildings, improvements, incidentals, etc.

5. *Number of Teachers.*—The present corps consists of twenty-one hundred seventy-two teachers, including those employed in the evening schools.

6. *Evening Schools.*—The Evening Schools were established in 1858 by the Board of Education, and during the year

1909-10 enrolled 6,667 students. The instruction includes the work done in the district schools, the High Schools, and in the O'Fallon Polytechnic Institute much work is done of a technical character. It is doubtful if any other city in the United States makes more generous provisions for her Evening Schools.

7. *Value of Property.*—The value of all the property including ninety-three buildings and various school sites owned by the city, is \$13,037,600.87.

8. *Teachers' Organizations.*—(a) *The Society of Pedagogy.*—The teachers maintain a voluntary society known as the St. Louis Society of Pedagogy for the study of general pedagogical problems. It is a highly efficient organization and enrolls in its membership a very large percentage of the teachers in the city.

(b) *Benevolent Annuity Association.*—The Benevolent Annuity Association is a voluntary organization consisting of some nine hundred teachers of the city. It is organized to pay annuities to teachers who have become incapacitated by long service, or members may receive aid temporarily when in a destitute condition. The principal source of income is derived from annual dues from the membership which amounts to one per cent of their salaries. The Association is managed by a Board of Trustees and the funds now amount to more than \$100,000.00.

(c) *Teachers' Mutual Aid Association.*—This Association was incorporated in 1878. The members pay an initiation fee of \$2.00, and annual dues of \$2.00. A special assessment of \$1.00 is made on the death of a member. When members are detained from school on account of sickness they may receive five dollars a week for a period of not more than twenty weeks.

The relatives of a deceased member receive a death benefit which may not exceed \$300.00.

(L) Superintendents.—George K. Budd, 1839—salary, thanks; Henry Pearson, Superintendent and Secretary, 1841-2; Edward M. Avery, Superintendent and Secretary, 1848-49; Spencer Smith, Superintendent and Secretary, 1850-51; John H. Tice, Superintendent and Secretary, pro tem., 1851-52; A. Litton, Superintendent, 1852-53; Charles Putnam, Superintendent, 1853-54; John H. Tice, Superintendent and Secretary, 1854-57; Ira Divoll, Superintendent, 1857-67 (some intermissions during the Civil War); W. T. Harris, Superintendent, 1868-80; E. H. Long, Superintendent, 1880-95; F. Lewis Soldan, Superintendent of Instruction, 1895 to 1908; Ben Blewett, Superintendent of Instruction, 1908—

(M) Characterization.—St. Louis has been exceedingly fortunate in that the late W. T. Harris was so long connected with the system as High School Principal, Assistant Superintendent and Superintendent for twelve years. It is doubtful if another city in the country had a more efficient school system than St. Louis during the administration of Superintendent Harris. Indeed it may be said that his influence is still potent in the system, particularly, through the system of grading and promotion which he worked out, and the kindergarten which was organized under his patronage. It is not possible to say how much Superintendent Soldan did for the schools of the city, because we are too near to his work to make a full estimate of it, but we do know that when he took hold of the system it had been at a standstill for some time, and under his inspiring leadership and wise direction he brought the system up to a state of efficiency second to none in this

country. All departments of the system were thoroughly overhauled by him, including the elementary schools, high schools, etc., and in the matter of buildings and closer supervision of instruction St. Louis was made a model system. With its splendid organization and the present efficient Superintendent of Instruction the system bids fair to keep apace with any of the great cities in the country.

II. KANSAS CITY:

(A) **Organization.**—The Kansas City Schools were first organized under an Act which was passed by the Legislature in 1866. The Act authorized cities, towns or villages to organize for school purposes with special privileges.

1. *First Board of Education.*—On August 1, 1867, Kansas City availed itself of the privileges granted by this Act and organized its first Board of Education, composed of the following men: W. E. Sheffield, President; H. C. Kumpf, Secretary; J. A. Bachman, Treasury; Ed H. Allen, T. B. Lester and E. H. Spaulding. Under the law the members of the Board were elected to serve for a period of three years. They were elected at large.

2. *First Superintendent.*—The first Superintendent of Schools, Mr. J. B. Bradley, was elected by the Board September 17, 1867. In addition to being the Superintendent he was also a teacher in the Central School, which finally grew into the Central High School.

3. *Early School Buildings.*—When the schools were ready to open in the fall of 1867 the city did not own a single school building, consequently the schools were opened in rented buildings wherever they could be found. The buildings generally were a very "sorry" lot, in as much as they were old deserted dwellings, unoccupied store rooms, and even

basement rooms in some of the Churches had to be taken. The first school building owned by the city was the Washington School which was opened in April, 1868. This school was located on the Southwest corner of Independence Avenue and Cherry Street. It was enlarged in 1869 so that it contained eight rooms. The Humboldt School was opened November, 1868. It was located on the corner of Twelfth and Locust Streets. The Central School was purchased in June, 1869. The Franklin School located on the Northeast corner of Fourteenth and Jefferson Streets was opened in October, 1868.

4. *The Schools Opened in 1867.*—In October, 1867, the schools were opened in these rented rooms mentioned above. They were taught by a Superintendent and sixteen teachers, but it is not stated how many children attended during this first year, though we are told that there were 2,150 children of school age in the school district.

5. *Early Salaries.*—There seems to be no record of the first salaries paid, but for the year 1869-70 the Principals received \$65.00 per month in the large schools and all assistants received \$50.00 per month. In the small schools the Principals received only \$50.00 per month.

6. *Course of Study.*—The first printed course of study is the one in the report for the year 1869-70. The Superintendent has the following to say concerning it: "The course of study is one that has long stood the test of the school room, and received the endorsement of the world's most eminent educators. It embraces Reading, Penmanship, Drawing, Arithmetic, Geography, English Grammar, Physiology and History of the United States. These branches of practical education hold the first rank, whether considered with reference to their scientific and social uses or as means of intellectual discipline."

In this same connection Superintendent Phillips suggested that the course of study was sufficiently elaborate to provide for the foundations of learning and at the same time "inculcate those great principles of social morality which are by common consent conducive to the well being of society and government." However, he is of the opinion that the Churches of the various denominations and sects should take it upon themselves to provide for the religious element, each Church doing this in its own way.

In the Chapter on Secondary Schools we have already quoted the course of study for the High School.

7. *High Schools*.—The first High School, now known as Central High School, was opened in 1867; Lincoln High School for colored children was opened in 1887; Manual Training High School was opened in 1897; the Westport school district was annexed in 1899 and Westport High School came in at that time. The new Westport High School building was erected in 1908.

(B) The Greenwood Club.—In 1874 when James M. Greenwood became Superintendent of Schools, he and some others organized a club known as The Philosophical Club; later the organization was known as The Kant Club on account of its study of the writings of Kant, but in 1884 its name was changed to the Greenwood Club, and since that time it has kept up its organization under that name. At present the club has about ten meetings per year, at which meetings topics of a varied nature are discussed. Indeed it has been called sometimes a sort of an open Parliament in which any question of importance to the city or schools may be discussed.

(C) Public Library.—The Public Library was started in the year 1876-77 under the control and patronage of the

Board of Education and it has remained continuously under its control.

(D) Corporal Punishment.—In 1874 at Mr. Greenwood's suggestion the Board of Education made a rule abolishing corporal punishment in the schools of the city as a means of discipline, except when permission is granted by the parents. This rule has been in force from that time to the present.

(E) Present Organization.—At present the schools are controlled by a non-partisan Board of Education consisting of six members, elected at large, for a period of six years. Two members retire every two years. In this connection it is well to state that many years ago it was decided to make the Board of Education non-partisan or by-partisan; in fact this was one of the first cities in the United States to adopt this plan and it is doubtful if any other city in the country can boast of a more efficient Board of Education than Kansas City has had for more than thirty years.

1. *Standing Committees of the Board.*—For administrative purposes the Board of Education has the following standing committees: (a) Finance and Auditing; (b) Buildings and Repairs; (c) Supplies and Apparatus; (d) Library; (e) Rules, Regulations and Discipline; (f) Boundaries and Statistics; (g) Appointment of Teachers; (h) Examination of Teachers; (i) High School and Teachers' Institute; (j) Text Books and Course of Study and (k) Attendance.

2. *Supervision of Instruction.*—The supervision of instruction is vested directly in one Superintendent and two Assistant Superintendents, but it should be noted that much of the actual supervision work is done by the ward school Principals and the various Supervisors of special subjects, such as

Music, Calisthenics, Manual Training, Domestic Science, Kindergarten, Drawing and Compulsory Attendance.

3. *Other Officers.*—The business department of the Board is managed by a Secretary and Assistant Secretary. The Secretary is also a Purchasing Agent and a Treasurer; the building department is under the supervision of an architect and the repair department is looked after by a Chief Engineer. We have already mentioned the Library in charge of a Librarian. All of these officers and many other minor ones are elected directly by the Board of Education annually.

4. *Health Examinations.*—In the fall of 1910 the Board made provision for a health officer and assistants, whose business it is to examine all the children in the city schools for the purpose of ascertaining the health conditions of them. Of course the department has just been organized and it is not possible to give any detailed account of its work.

5. *Classification of Schools.*—The schools as now organized include ward or elementary schools, high schools, kindergartens, vacation schools and night schools.

(F) *Statistics.*—1. *Teachers.*—For the year ending June, 1909, the entire system employed nine hundred ten teachers, including substitutes.

2. *Enumeration.*—For the same year there were enumerated in the city seventy-three thousand seven hundred fifty children of school age.

3. *Enrollment.*—For the year 1909 the high schools enrolled four thousand five hundred eighty-three pupils and the entire enrollment was thirty-three thousand eight hundred eighty pupils.

4. *Value of Property.*—There are now sixty-three different school houses owned by the Board of Education and the total value of school property is \$4,826,973.00.

5. *Indebtedness*.—The bonded indebtedness of the school district is \$3,460,000.00.

6. *School Levy*.—The present school levy is nine mills on the hundred dollars.

7. *Expenditures*.—The expenditures for the year ending July 1st, 1909, were \$1,682,456.69. Of this sum \$925,378.35 was spent for teachers' wages and the remainder for incidentals, buildings and interest.

(G) *Superintendents*.—J. B. Bradley, 1867-68; E. B. Tucke, 1868-69; John R. Phillips, 1869-74; James M. Greenwood, 1874—.

(H) *Characterization*.—The schools of the city were first graded by Superintendent Phillips during the early part of his superintendency. The present plan of seven grades for the elementary schools and four years for the High Schools was first put in operation by him, and has been continued with practically no modifications except as to content of the curricula until the present. For many years the schools have been well known as being among the best organized and most efficient in the whole country. This high state of efficiency has been brought about through the keen oversight and administrative capacity of Superintendent Greenwood, who has served in the capacity of Superintendent since 1874, now thirty-six years. It should be noted, however, that no small part of the management has been undertaken by the members of the Board of Education who have always been among the most intelligent and patriotic citizens of the community. In the matter of High School attendance, the city is one of the first in the whole country in the percentage of attendance. One other thing which has added to the efficiency of the supervision of the schools is to be found in the superior character

of the two assistant Superintendents, Messrs. Tharpe and Longan, who were chosen in 1899, and they have served continuously since that time. It is doubtful if any other city in the country has a higher appreciation of her schools than Kansas City and this in no small measure is responsible for the efficiency of the system.

III. ST. JOSEPH:

(A) *Incorporation.*—The first Board of Education for the public schools of St. Joseph was incorporated by an act of the Legislature of Missouri, which was approved January 4, 1860.

1. *First Board.*—This act provided that “The Board of President and Directors shall consist of a President, to be elected by the District at large and two members to be elected by each of the wards of the city of St. Joseph, as the same now are, or may be hereafter established. The first election shall be held on the first Monday in February, A. D. 1860, at the usual place of holding elections in the several wards of the said City.” In accordance with the above provision the first Board was elected on the first Monday in February, 1860. At that time the city consisted of three wards; therefore the Board was made up of six directors and the President. The first President was Dr. J. H. Crane. The first meeting of the Board was held February 7, 1860, at which time James A. Millan was elected Secretary and Joseph C. Hull, Treasurer.

2. *First Buildings and Taxation.*—As soon as the Board was organized it was necessary to try to devise some means for raising revenue to organize a school system; consequently one of the first acts of the new Board was to levy a tax of one-fifth of one per cent upon the property of the district. Out of this tax three small school houses were constructed, one in each

ward of the city. The houses were two stories high and built of brick, with one school room on each floor. These houses were built in the cheapest possible style without any modern improvements and were furnished with the most common furniture to be secured.

3. *First Teachers.*—The Board was empowered to examine teachers and the first examination was held in April, 1860. No record is available concerning the details of that examination, but it is reported that from this examination one male principal and one lady assistant was selected for each of the three ward schools. The principals received a salary of \$50.00 per month and the assistants \$25.00.

4. *Schools Opened.*—The schools were opened on the 23rd day of April, 1860. No record has been kept as to the number of pupils who attended this first session; it is reported however that each building could accommodate about one hundred twenty children. The schools were not graded for some time, but the larger pupils were taught by the principal and the smaller ones by the assistant. The first term was only three months in length; then the schools were dismissed for the summer vacation but were re-opened in September with the same teachers in charge.

5. *First Superintendent.*—On February 13, 1861, Hon. George H. Hall was elected Superintendent of the city schools, but he served only till May 21st of that same year, as the schools were then closed on account of the War.

6. *Schools Closed.*—In May, 1861, the Board of Education closed all the schools and paid off all the teachers. The school houses were rented to individuals for the purpose of conducting private schools in them. The Board thought this necessary, in as much as it was impossible to collect the school taxes, and the schools remained closed until October, 1864.

(B) Re-organization.—In August, 1864, it was determined to re-open the public schools of the city. At this same time E. B. Neely was chosen Superintendent. The Board set about repairing and refurnishing the school buildings and by October they were ready for occupancy, and opened the first Monday in that month.

(C) Financial Difficulties.—Under the old charter the Board of Education could levy only one-fifth of one per cent and this tax proved to be entirely inadequate for maintaining the schools and providing any surplus from which to build new buildings; consequently the Board of Education requested the Legislature to amend the charter in such a way as to provide for a higher tax. After a good deal of delay the Legislature finally amended the charter so that the Board had power to levy a tax not exceeding one-half of one per cent.

(D) New School Houses.—As soon as the Board had secured the privilege of levying a higher tax rate it was decided that new school houses should be built; consequently in 1866 the Board adopted plans for two new school houses, each of which was to have four rooms and one recitation room. These two houses with furniture, etc., cost \$40,000.00.

(E) High School.—Superintendent Neely said that the first High School was opened in October, 1864, but it is probable that the organization was not perfected till some time later, possibly 1866, when John S. Crosby was made Principal. A new High School building was constructed in 1896 costing \$89,000.00. At present the city has three high schools, two for white children and one for colored children.

(F) Library Association Chartered.—The St. Joseph Public School Library Association was first chartered in 1867. From that time till the present an intimate association has

been kept up between the Library and the Public Schools. At present the Library is housed in a modern building with every equipment and is used most extensively by the schools of the city.

(G) Present Organization.—The Schools are now under the control of a Board of Education consisting of six members. The charter which was granted in 1895 provides that the term of office of a Board member is six years, consequently two directors are elected every two years.

1. *Standing Committees.*—For purposes of administration the Board of Education has the following standing committees: (a) Finance, Buildings, Repairs and Insurance; (b) Janitors, Fuel, Supplies and Sanitation; (c) Grammar School Teachers; (d) Grammar School Principals, Rules and Regulations, Text Books and Course of Study; (e) High Schools; (f) Printing, Auditing, Boundaries and Statistics. Each committee consists of two members of the Board.

2. *Other Officers.*—The Board appoints the Superintendent of Schools, a Secretary, Treasurer, Attorney, Superintendent of Buildings, Chief Engineer, Truant Officer and a Medical Examiner; these officers, except the Superintendent, are appointed annually. The Superintendent is elected for a term of two years.

3. *Supervision of Instruction.*—The supervision of instruction is vested directly in the Superintendent of Schools with a Special Supervisor for Physical Culture, Music, the Primary Grades, and Drawing and Writing. Of course to this list should be added the Principals of the ward schools and the high schools.

(H) Statistics.—1. *Enumeration.*—For the school year ending June, 1909, there were enumerated in the city forty-

two thousand six hundred forty-seven children of school age.

2. *Enrollment*.—For the same year the high schools enrolled one thousand eighty-two pupils and the elementary schools ten thousand seven hundred sixty pupils, making a total of eleven thousand eight hundred forty-two pupils for the system.

3. *Schools*.—The district now owns thirty-seven school buildings.

4. *Teachers*.—During the year ending June 30, 1909, three hundred sixteen teachers were employed in the system.

5. *Finances*.—The receipts for the above mentioned year were \$869,272.15, the expenditures for instruction were \$196,942.06 and all other expenses bring up the total for the year to \$547,631.75.

6. *Bonded Indebtedness*.—The present bonded indebtedness of the school district is \$1,408,000.00.

(I) **Superintendents**.—George H. Hall, February, 1861, to May, 1861; E. B. Neely, 1864-1903; J. D. Elliff, Acting, 1903; and J. A. Whiteford, 1903—.

(J) **Characterization**.—It may be said that the organization of the school system of the city was begun and perfected largely through the efforts of Superintendent Neely, who served so long as Superintendent. It should be noted, however, that Superintendent Whiteford has done very much to modernize the schools. During his administration many modern buildings have been constructed and the High Schools have been brought up to a much higher degree of efficiency.

IV. OTHER CITIES AND TOWNS.—The limits of this treatise do not permit any detailed treatment of the ordinary city and town systems of the State; moreover this is not neces-

sary in as much as they are all organized under the General Laws of the State. These laws provide for a Board of Directors consisting of six members. Two members are elected each year for a term of three years. The election usually takes place in April at the same time as the regular municipal elections. This Board of Directors has complete control over the schools in the matter of selection of teachers, adopting courses of study and making all necessary rules and regulations for the management of the schools. The supervision of instruction and the management of the schools in detail, however, is delegated to a Superintendent who is chosen annually by the Board. So far as the law is concerned the Superintendent is not mentioned, but there has grown up along with the office a body of traditional duties which he performs under the direction of the Board. Many times these duties are described in some considerable detail by the rules and regulations adopted by the Board of Directors.

CHAPTER VIII.

TEACHERS' ASSOCIATIONS.

I. STATE ASSOCIATION:

1. First Meeting:

(A) The first convention of Missouri teachers was held in Wyman's Hall, St. Louis, Missouri, May 21-22-23, 1856. No doubt this convention came about as the result of the general movement towards the organization of teachers in the United States, for it was about this same time that the National Educational Association was organized and numerous other states had teachers associations of one form or another.

(B) *Officers.*—The officers of the association were as follows: W. T. Luckey, President; W. H. Hopson, Vice-President; W. C. Wilcox, and J. H. Reed, Secretaries.

(C) *Addresses.*—On Wednesday evening the address was delivered by Rev. Dr. Eliot of St. Louis; on Thursday evening by Hon. Horace Mann, Secretary of Board of Education, Mass., and on Friday evening by Rev. Dr. Post of St. Louis.

(D) *Topics Discussed.*—(a) The Organization of a State Teachers' Association; (b) the Establishment of a State Normal School; (c) the Organization of Teachers' Institutes; (d) the Establishment of an Educational Journal.

Committees were appointed to prepare and submit a report on each of the above subjects.

(E) Reports of Committees.—(a) Normal School.—

Whereas, The subject of Normal Schools has been brought so prominently before the community, that no convention of teachers ought to assemble without taking it into consideration; therefore,

Resolved, That this Convention considers the establishment of Normal Schools, and other institutions for the special education of teachers, as of vital importance to the cause of education; that we consider the immediate establishment of a Normal School, by and under the control of the State Legislature, as demanded by the present condition of the schools and school system of Missouri; that this Convention pledges itself to the use of all honorable means for the accomplishment of this purpose; that the Chair appoint a committee of seven persons to draw up a memorial, to be presented to the next Legislature for its consideration.

*(b) Teachers' Institutes.—*Whereas, We believe the time has come when the standard of education should be elevated among us, and when teaching throughout our State should be regarded as a profession; and, whereas, we believe there should be a more systematic and concentrated effort on the part of the educators of the State to carry into effect these objects; therefore,

Resolved, That this Convention deem the establishment of Teachers' Institutes an effectual means of accomplishing these objects, and that we pledge our hearty co-operation in encouraging and sustaining Teachers' Institutes, in the counties of our State where such organization is practicable.

*(c) School Journal.—*Your committee having duly considered the subject assigned them, recommend the establishment of a School Journal, and also submit the following resolutions:

Resolved, That a committee of seven be appointed by the Chairman, whose duty it shall be to ascertain from the members present the number of copies of such a journal at \$1 each, for which each member will become responsible; and that said committee be empowered to take the necessary steps for the establishment of a journal to be called, the "Missouri Teacher," at as early a date as possible, and that the same committee be instructed in behalf of this body to memorialize the Legislature, at its next session, for an appropriation sufficient to furnish ten copies of this Journal to each county commissioner.

(d) *State Teachers' Association.*—The committee on the organization of a State Teachers' Association, reported a constitution which was adopted. It is too lengthy to quote here; however, its important provisions are as follows:

(1) *Name.*—The organization was styled, the Missouri Teachers' Association.

(2) *Membership and Fees.*—The membership was to be made up of teachers and others actively engaged in promoting the interest of education. The membership fee was \$2 and annual dues were to be \$1. Any person eligible to membership could become a "life member" on payment of \$10.

(3) *Officers.*—The officers of the association were to be president, one vice-president from each congressional district, a corresponding secretary, a recording secretary, a librarian, and a treasurer, who together were to constitute a Board of Directors. All to be elected by ballot and serve one year or until their successors were chosen. This board was to have general management and supervision of the association, prepare programs, audit accounts, etc. The vice-presidents were to have charge of the educational interests in their respective

districts, look after county institutes, subordinate associations, etc., and report the same to the State Association.

(4) *Annual Meeting*.—The annual meeting was to be held on the first Wednesday in May at such place as the Association should determine from year to year.

(5) *Organization Under the New Constitution*.—After the adoption of the constitution the convention adjourned *sine die*, and the association immediately convened and elected the following officers for the ensuing year: W. T. Luckey, president; J. J. A. Gilfillan, E. S. Mitchell, J. L. Tracy, M. Harmon, W. H. Hopson, J. Baldwin, and J. H. Carlton, vice-presidents; W. C. Wilcox, corresponding secretary; E. May, recording secretary; N. D. Tirrell, librarian; C. Oliver, treasurer.

2. Second Meeting:

(A) The second meeting of the association was held in the high school building, St. Louis, beginning Wednesday evening, May 6, 1857, and continued in session through the seventh and eighth.

(B) *Addresses*.—The Wednesday evening address was delivered by President Luckey on "The Origin and Object of the Association." The Thursday evening address was delivered by Mr. C. F. Pennell on the subject, "Obligations of Teachers to Themselves."

(C) *Reports of Committees*.—(a) *Normal School*.—The committee on a Normal School first submitted a verbal report which was made by Mr. Tirrell of St. Louis, because of the absence of Professor Swallow who was the chairman of the committee. This report caused a very spirited discussion in which many members of the association took part. President Luckey reporting that he had been in Jefferson City consult-

ing with members of the Legislature and had also delivered a public address on the subject of Normal Schools. He further reported that the proposition to establish a Normal School had been favorably received by the members of the Legislature, and the bill creating the institution had been referred to the Committee on Education. A written report being asked for, the following was submitted: "The only object accomplished during the last year was the delay of the passage of a bill by the Legislature, for establishing a normal department in connection with the State University, the support of which was to be drawn from the common school fund, and which made no provision for the education of female teachers; which bill, in the judgment of the committee, did not meet the wants of the people." On motion the following committee was appointed to memorialize the Legislature on the subject of a Normal School: J. L. Tracy, J. D. Low, C. S. Pennell, W. H. Lewis, J. W. Sutherland, Charles Carlton, E. M. Lewis, J. W. Whelan, Ira Divoll, and C. Oliver. This memorial has been quoted in the chapter on Normal Schools.

(b) *Educational Journal*.—"The Committee to whom was entrusted the establishment of an educational Journal, to be entitled the "Missouri Teacher," beg leave to report, that, in pursuance of the plan devised by them, they proceeded at the earliest practicable moment after the adjournment of the Association, to prepare and issue a prospectus, in circular form in this State and Illinois. This prospectus was sent to every teacher and county commissioner whose address could be obtained. The State Superintendent, whose co-operation was relied on, was applied to personally, and by letter, for such information as to names and localities of teachers as could be furnished from records of names and papers in his

office; but no notice whatever was taken of our communications. Personal application was also made by our committee to our book merchants and others for the information so much desired; but, our efforts here, also, proved almost as unsuccessful. Failing thus in so important a step of our enterprise, and having scarcely a response from those teachers to whom the prospectus was sent, the committee felt that the only course left them to pursue was to postpone further action in the matter until the next meeting of the Association.

After some discussion another committee was appointed which brought in this report: "The committee to whom was referred the matter of establishing an educational journal, have had the same under consideration, and have arrived at the conclusion that the establishment of such a journal is practicable. From the experience of one of the members of the committee, it is ascertained that the annual expense of publishing a monthly journal of 2,000 copies, will be \$1,200—\$400 of which may be realized from advertisements, leaving \$800 to be derived from subscribers.

The committee would respectfully recommend the adoption of the following resolutions:

Resolved, That the association take immediate steps to carry the proposition for the establishment of an educational journal into effect; that we become responsible for the number of subscribers annexed to our respective names; that this Association select an Agent to co-operate with the State Superintendent, to canvass the State, to visit and confer with county commissioners, to hold teachers' conventions, and to employ all other available means to awaken interest in the cause of general education throughout the State; that this agent shall receive a salary of \$1,500 in consideration of his services; that this association appoint a Financial Committee,

consisting of seven persons, whose business it shall be to raise money to defray the expenses of said agent; and if the necessary amount is not raised, the Association will become responsible for the agent's salary, by individually bearing their just proportions.

(c) *State Agent Selected*.—Mr. W. S. Baker was selected as agent for the Association for the term of six months in pursuance of the resolutions above noted.

(d) *Committee on Female Education*.—A committee on female education was appointed with instructions to report at the next annual meeting of the association.

(e) *Report of Treasurer*.—The first annual report of the treasurer was read, showing a balance in the treasury of \$178.70.

(f) *Change in Time of Meeting*.—An amendment to the constitution changing the time of meeting to the second Tuesday in July of each year was adopted.

3. Third Meeting:

(A) The third session of the Association was held in the Hall of the House of Representatives, Jefferson City, beginning July 6th and closing July 8, 1858.

(B) *Officers*.—W. H. Lewis, Independence, President; C. S. Pennell, R. S. Martin, W. T. Luckey, James Love, J. W. Sutherland, Charles Carlton, and E. K. Kidd, vice-presidents; W. C. Wilcox, corresponding secretary; J. H. Reed, recording secretary; N. D. Tirrell, librarian; C. Oliver, treasurer.

(C) *Program*.—

TUESDAY, JULY 6TH.

Evening.—Address by Hon. J. B. Gardenhire, Mayor of Jefferson City, and W. A. Lewis, President of the Association.

WEDNESDAY, JULY 7TH.

Morning.—Discussion—Co-education of the Sexes; Text Books.

Afternoon.—Address by Thos. J. Henderson, of Jefferson City; also, Reports of Committees.

Evening.—Address by Richard Edwards, Principal of the St. Louis Normal School.

THURSDAY, JULY 8TH.

Morning.—Election of officers; Discussion—Normal School.

Afternoon.—Discussion—Phonetic System; Public Examinations.

Evening.—Address by Prof. J. W. Sutherland of Jefferson City.

County Commissioners and friends of education generally, were invited to attend.

(D) *Notes on the Session.*—This meeting, though not largely attended, was unusually interesting. A lively discussion followed the presentation of every subject, culminating in the adoption of a resolution crystallizing the conclusion arrived at by the discussion. Much interest was manifested in agricultural education. Such men as F. T. Kemper, G. C. Swallow, S. S. Laws, W. T. Harris, W. H. Lewis, Ira Divoll, J. L. Tracy, C. S. Pennell, W. T. Luckey, W. B. Starke, Richard Edwards, J. W. Sutherland and others, participated in the discussion.

(E) *Resolutions.*—Resolved, That a committee of five be appointed, of whom the State Superintendent shall be one, to consult upon the propriety and feasibility of adopting a uniform series of Text Books in the Common Schools of this

State, and, if they are able to agree, to report the same to this Association; that a committee be appointed to report on the condition and importance of Agricultural Education in our State; that a committee of five be appointed to report to this Association upon the subject of County Teachers' Institutes, and what course can best be adopted to assist in organizing and conducting these local institutions; that a delegation of five be appointed to represent this Association in the Convention called to meet in St. Louis on the 9th of September, to take into consideration the subject of Agricultural Education in our State; that a committee of five be appointed to memorialize the next State Legislature on the propriety of aiding the endowment of agricultural departments in our principal Universities and Colleges.

(F) Report of Committees.—(a) The committee on Normal Schools beg leave to report that they do not at present deem it important or expedient to enter upon details in the plan of a Normal School, for the establishment of which they have been instructed to memorialize the State Legislature, but would state that it is the unanimous opinion of this committee that it should be distinct and independent institution, not connected with, or an adjunct to, any of the existing Colleges or Seminaries of the State.

(b) *Institutes.*—First, That the Vice-Presidents in the different Congressional Districts be requested and enjoined to perform their duty as indicated in the constitution of this society. That they correspond with county commissioners and teachers in all parts of their districts, and earnestly co-operate with them in organizing and conducting the work of Teachers' Institutes.

Second, That the State Superintendent be requested to

forward circulars to all the commissioners and teachers of the state, setting forth the advantages to be derived from these local institutions, inviting them to call in, if necessary, the aid of the Vice-President in their District to assist in organizing and conducting a Teachers' Institute, and that in such cases they do, if possible, provide for his traveling expenses. That the Vice-Presidents be requested to make their work in the counties they may visit as practical as possible, demonstrating to the teachers and the people the great advantages to be derived from a genuine Teachers' Institute. That they deliver one public lecture in each county they may visit, upon the subject of Normal Schools and Teachers' Institutes as the most efficient means of exalting our work, and improving our workmanship. That the different Vice-Presidents make a full report upon the state of education in their field, to the State Superintendent, up to the last Saturday in December of this year. That they present to the people the claims of the "Missouri Educator," and endeavor to extend the circulation of this periodical in all parts of the State. That they make a full report of their work to this Association at its annual session.

(G) *Free Return Tickets.*—Free return tickets were given to the delegates by the Pacific North Missouri, Iron Mountain, Ohio & Mississippi, St. Louis, Alton & Chicago, and Terre Haute & Alton Railroads.

4. Fourth Meeting:

(A) The fourth session of the association was held in the St. Louis high school building, beginning at ten o'clock Wednesday, July 6, 1859. Prof. G. C. Swallow, the president, being absent, Mr. Richard Edwards, Vice-President, principal of the St. Louis Normal School, presided. On taking the

chair Mr. Edwards delivered a strong address on the Value and Importance of Organization, and especially of teachers' organizations. This was followed by a very pleasing and instructive address by Hon. Edward Bates of Illinois on the important and high calling of the teacher. By vote of the association Mr. Bates was made an honorary member of the association.

(B) *Notes on the Meeting.*—At this meeting "School Government," "Teachers' Institutes," "Normal Schools," "Uniform Text-books," etc., were earnestly discussed. Mr. J. L. Tracy, of Saline county, agent of the association for the past year, made his report, stating among other things that he had traveled 7,000 miles and visited twenty different counties.

(C) *Resolutions.*—Resolved, That this Association regards with the warmest sympathy the efforts made by Mr. Tracy, in behalf of our school interests in visiting the various portions of the State, delivering addresses, assisting in the organization of County Teachers' Institutes, and in his general endeavor to direct attention to and awaken a zeal in the cause of education; that the labors of Mr. Tracy during the coming year, in the work to which he is now devoted, be also regarded as under the patronage of this Association in conjunction with the auspices of the State Superintendent, and that we commend him to the County School Commissioners, teachers and pupils throughout the State, and earnestly solicit his cordial reception and their earnest co-operation; that we cordially approve the course of the State Superintendent, Mr. Starke, in recommending uniform text-books, so far as practicable, in the Common Schools of the State, as a means of benefit to the pupils and economy to the people; that the

school books at present used in our schools neither meet the intentions of their authors in advancing the children of our land, nor present those children at the close of their school days as the intelligent youth necessary for the times in which they live and act; that the thanks of this Association are due to the proprietor of the Missouri Educator for the liberal course he is pursuing in its enlargement and improvement; that this periodical, which is our only means of educational intercourse, must be sustained; that we pledge ourselves, individually, to make exertions for the increase of its circulation, as well as to add to the contributions for its pages; that it is expedient and highly important to have a medium of communication between teachers and those who desire to obtain teachers; that in consideration of this, the editor of the Missouri Educator be appointed such a committee; that the examinations of our schools should be public, and not private.

(D) *A Teachers' Agency Established.*—A Teachers' Agency was established at this meeting and the editor of the "Missouri Educator," Mr. A. Peabody, was made the manager.

(E) *Report of Treasurer.*—The treasurer reported the association out of debt and \$2.40 on hand. Number of new members at the meeting 38; whole number of members 174; number present at this meeting 72. The association adjourned to meet in St. Louis July, 1860.

5. Fifth Meeting:

(A) The fifth meeting of the association was held in the high school building, St. Louis, on Tuesday, Wednesday, and Thursday, July 10-11-12, 1860.

(B) *New Officers.*—The following officers were elected for the ensuing year: C. S. Pennell, St. Louis, President;

Ira Divoll, St. Louis; S. S. Laws, Callaway; W. R. Rothwell, Randolph; Brice W. Vineyard, Platte; T. J. Henderson, Cole; W. F. Carter, St. Clair; J. C. Farnham, Iron, vice-presidents; Wm. T. Harris, St. Louis, recording secretary; Richard Edwards, St. Louis, corresponding secretary; N. D. Tirrell, St. Louis, librarian; Lucius Kingsbury, St. Louis, treasurer.

(C) Program.—

TUESDAY, EVENING SESSION.—At 8:00, an Address of Welcome to the Association, by Edward Wyman, President of the Board of Directors of the St. Louis Public Schools.

At 8:30, A lecture by C. S. Pennell, President of the Association. Subject: "English Literature."

WEDNESDAY, MORNING SESSION.—At 9:00, An essay, by Jas. Martling. Subject: "The Powers of Teachers in Their Legal Aspect." An essay, by B. W. Vineyard, President of Pleasant Ridge College, Weston, Mo. Subject: "Normal Philosophy." Report of Committee on State Normal Schools.

At 11:15, An essay, by Mrs. Spencer Smith, of St. Louis. Subject: "Progress." Report of Educational Progress in different counties.

AFTERNOON SESSION.—At 3:30, A lecture, by Daniel Reed, LL. D., of Madison, Wisconsin.

An essay, by C. F. Childs. Subject: "Special Studies for Teachers."

At 4:30, An essay, by Miss M. J. Cragin. Subject: "What Constitutes Success in Teaching." Reports from counties continued.

EVENING SESSION.—At 8:00, A lecture, by E. C. Wines, D. D., President of City University, St. Louis. Subject: "Universal Education the Readiest and the Surest Road to Individual and National Wealth."

THURSDAY, MORNING SESSION.—At 9:00, Election of Officers.

At 10:00, A lecture, by Prof. Jas. Love, Liberty, Mo. Subject: "Moral Education."

An essay, by Miss Christie Peabody, Springfield, Mo. Reports from counties continued.

AFTERNOON SESSION.—At 3:30, Reports on the Defects of existing textbooks, by J. C. Parks, Brunswick, Mo. Discussion of the subject presented in the essay.

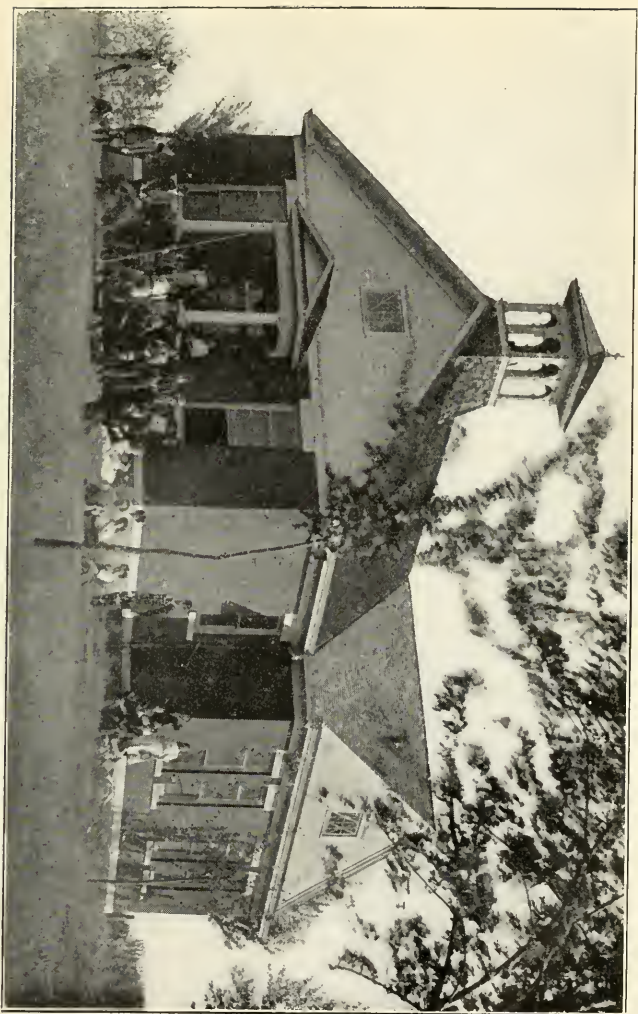
EVENING SESSION.—At 8:00, A lecture, by Prof. G. C. Swallow.

The address of welcome was delivered by Rev. Dr. Porter, in the absence of Mr. Edward Wyman, President of the St. Louis school board, and who was detained on account of official duties. Pres. C. S. Pennell delivered an address on "English Literature."

(D) *Notes.*—The committee on Normal School submitted a lengthy report of their work during the past year. The committee stated that they found no formidable opposition to the measure but that so many interests were pressing for recognition that they could not get the attention of the legislature until so late in the session that it was thought best to postpone action until the next session.

(E) *Change of Time of Meeting.*—After some discussion it was decided to change the time of meeting from summer to winter and to hold the next meeting in St. Louis, December 26, 1860.

(F) *Treasurer's Report.*—The treasurer's report showed a balance on hand of \$38.75. Number of new members at this meeting 20; whole number 254; number present 65. A roll of the entire membership from the beginning of the organiza-



RUSKIN HIGH SCHOOL.

One of the first consolidated district high schools, located in Jackson county.

tion showed 179 men and 75 women. Number of life members 20.

(G) *Delegates to National Educational Association.*—The following members were selected as delegates to attend the National Teachers' and Normal School Association to be held in Buffalo, N. Y., August 12: Messrs. Wm. Thompson, Richard Edwards, and Ira Divoll.

(H) *Resolutions.*—Resolved, That in addition to all that has been done, and all that can be done, by the colleges and seminaries of the State, there is the highest necessity for a distinct agency whose whole purpose and power shall be devoted to training teachers; that the increasing influence of the Missouri Educational Association is encouraging to the friends of Education; that the Executive Committee of this Association are requested to petition the Legislature at its next session to make an appropriation for the purpose of defraying the expenses of the Agent of this Association; that in the Missouri Educator we recognize a valuable co-laborer in the cause of education; and earnestly commending it to teachers and parents as worthy of their confidence and support, we invite their active and united efforts to give it a more extensive circulation.

(I) *New Officers.*—The officers for the ensuing year were: James Love, Clay Female Seminary, president; C. L. Oliver, St. Louis; F. T. Kemper, Westminster College; C. M. Pritchett, Central College; J. C. Bruner, Pleasant Ridge College; W. H. Lewis, Independence Female College; J. K. Kidd, Osage county; A. A. Wilson, Iron county, vice-presidents. Wm. T. Harris, recording secretary; Richard Edwards, corresponding secretary; N. D. Tirrell, librarian; Lucius Kingsbury, treasurer.

6. Civil War Period.—For the years 1861-65 no meetings were held, as educational interests along with other important matters were lost sight of in the unrest and chaos of the time.

7. Sixth Meeting.—Reorganization.

(A) In June, 1866, the Association met in St. Louis and reorganized by electing Superintendent E. B. Neely of St. Joseph, president; all the county superintendents in the State, vice-presidents; A. E. Holcomb, secretary; and George P. Beard, treasurer.

(B) *Notes.*—No detailed record can be found of this meeting; however, it was reported that there were between 90 and 100 teachers present. State Superintendent T. A. Parker in his report for the year 1867 says, that delegates came from all parts of the State and that they gave evidence of earnest, intelligent and progressive ideas for the reconstruction of the State.

(C) *Memorial for the Establishment of a Normal School.* The most important thing done at this association was the adoption of a resolution for the appointment of a committee to prepare a memorial on the subject of Normal Schools to be submitted to the next Legislature. The committee was made up of W. T. Harris, Ira Divoll, E. B. Neely, George P. Beard and T. A. Parker. This report is one of the most thorough and convincing articles on Normal Schools to be found in the early Missouri school history and no doubt had much to do with the securing of Normal Schools for the State. The memorial in full is quoted in the chapter on Normal Schools.

8. No Meeting in 1867.—For some reason which we have been unable to ascertain no meeting was held in the year 1867. The only fact to be learned is that it was simply post-

poned. State Superintendent Parker was president and George P. Beard secretary and the meeting was to have been held in St. Joseph.

9. Seventh Meeting:

(A) The Association met in St. Louis in May, 1868, with State Superintendent Parker as the president. There were vice-presidents from each congressional district; Ira Divoll was secretary; and A. J. Higgins, treasurer. The attendance was about 350, including visitors.

10. Eighth Meeting:

(A) The eighth meeting of the Association was held in St. Louis, in May, 1869. The officers were Daniel Reed, president; F. C. Woodruff, secretary; and A. G. Abbott, treasurer. No record of the program or any other facts concerning the meeting can be found except that the attendance was estimated at 200.

11. Ninth Meeting:

(A) The ninth meeting of the Association was held in Sedalia, December 27-28-29, 1870.

(B) *Officers.*—The officers were: Dr. C. M. Woodward, president; M. W. Miller, vice-president; E. C. Clark, secretary; and A. J. Abbott, treasurer.

(C) *Notes.*—The principal subject for discussion was the defective school law and how to remedy it. The fact was brought out that hundreds of teachers were not paid for their services for many months after the teaching had been done, and frequently they were compelled to discount their warrants from five to twenty per cent in order to realize the cash on them at all. The Association by resolution urged the Legislature to amend the law in such a manner as to secure prompt payment of the teachers for their services.

(D) *Resolutions*.—The following resolution was adopted: Resolved, That we earnestly recommend to the Legislature the passage of a law authorizing township organization for school purposes, each township or incorporated town to constitute a district; said law to be submitted by townships to the people for adoption or rejection.

12. Tenth Meeting:

(A) The tenth meeting was held at Chillicothe, December 26-29, 1871.

(B) *Officers*.—The officers were: George P. Beard, president; Lucy J. Maltby and Geo. L. Osborne, secretaries; H. M. Tallman, treasurer.

(C) *Important Papers*.—(a) "Normal Schools," by S. H. White, Principal of Normal School, Peoria, Illinois. (b) "Philosophy of Education," by J. Baldwin, Principal Normal School, Kirksville, Mo. (c) "Relation of the State University to Public Schools," by Daniel Reed, LL. D., Columbia. As a result of Dr. Reed's paper, a committee was appointed to consider, "The methods of establishing intimate relations between the public schools and the higher institutions of the state, and to suggest appropriate legislation and other appropriate means."

(D) *Normal Schools Established*.—The Association noted with a great deal of satisfaction the fact that Normal Schools, so ardently and continuously advocated by the members of the Association since its organization, had been established. One at Kirksville in 1870 and the other at Warrensburg in 1871.

13. Eleventh Meeting:

(A) The eleventh meeting of the Association met in Kirksville on December 26, 1872, and continued in session for two days.

(B) *Officers*.—The officers for this meeting were: J. Baldwin, president; R. C. Norton, recording secretary; D. L. Morrison, assistant secretary; Miss S. A. Hill, corresponding secretary; one vice-president from each of the nine congressional districts; and J. M. Greenwood, treasurer.

(C) *Notes on Meeting*.—About 300 teachers attended this meeting. It had been expected that the new Normal School building would be ready for occupancy and that it would be dedicated by the Association at this meeting; however, the building was not completed and the teachers were much disappointed that they were not permitted to help dedicate Missouri's first Normal School.

(D) *Resolutions*.—Dr. Wm. T. Harris, superintendent of the St. Louis public schools, chairman of the committee on resolutions, submitted among many other resolutions the following:

Resolved, That this Association bears testimony to the value of the National Bureau of Education as a means of collecting and dissemination valuable educational information, and that we specially indorse the labors of General Eaton, the United States Commissioner of Education, as wisely planned and ably and efficiently carried out; that we, the teachers of Missouri, in convention assembled, do hereby respectfully express as our deliberate and settled conviction, that in the approaching session of the State Legislature, any attempt to modify the present school law will be unwise and detrimental to the best interests of education, and that we deem it the duty of the friends of education throughout the State to use their influence to present, in the most favorable light, this view to the representatives of the people.

14. Twelfth Meeting:

(A) In 1873 the Association met in Warrensburg on December 30-31.

(B) *Officers.*—Oren Root, Jr., was president; C. M. Woodward, vice-president; R. C. Norton, secretary; and J. M. Greenwood, treasurer.

(C) *Notes.*—The attendance was small, not more than 100 teachers being present. Mention is made of only one paper read at this meeting and that by Prof. T. A. Johnston of the Kemper School, Boonville, on the "Relation of Private Schools to State Schools."

(D) *Resolutions.*—The resolutions recommended the admission of graduates from the public high schools to the State University upon their certificates of graduation, provided such schools carried out the proper course of preparatory study; asked for the appointment of a committee of three to consult with the faculty of the University and report a plan to carry the plan into execution; recommended, "a more careful study in all our schools of the history and constitution of the United States and of the State of Missouri, as well as the general principles of the science of government;" asked the Legislature to enact a more liberal system of taxation in order that more school houses might be built; asked to have the school increased from a four to a six months' term; recommended that vocal music be made one of the branches required by law to be taught in the public schools of the State; asked for legislation extending the power and influence of the County School Commissioner; endorsed Gen. John Eaton, United States Commissioner of Education, etc.

15. Thirteenth Meeting:

(A) The thirteenth meeting was held in Jefferson City, during the Christmas holidays in 1874. Dr. Geo. L. Osborne

was president; R. C. Norton, secretary; and J. M. Greenwood, treasurer.

(No record of the proceedings of this or the next three meetings is available from which to find details concerning them, consequently only a brief statement can be made concerning them.)

16. Fourteenth Meeting:

(A) The fourteenth meeting of the Association was held in Mexico during the Christmas holidays in 1875. The officers were: James M. Greenwood, president; R. C. Norton, secretary; and J. J. Campbell, treasurer.

(B) *Notes on Meeting.*—The sessions were largely attended and the discussions exceedingly interesting. Among the more important topics which received attention, was the revision of the school law and compulsory education. Col. W. F. Switzler, Col. Jeff. Jones, Dr. Geo. L. Osborne, Hon. R. D. Shannon, and James M. White took an important part in the discussion.

17. Fifteenth Meeting:

(A) In 1876 the meeting was held in Jefferson City.

(B) *Officers.*—R. C. Norton was president; J. M. White, secretary; and J. J. Campbell, treasurer.

(C) *Change time of Meeting.*—This was the last winter meeting for a number of years. It was decided to change the time of meeting to June.

(D) *Notes.*—The meetings were held in the United States Court room and Judge Arnold Krekel was present and took a lively interest in the proceedings. Dr. S. S. Laws delivered an address one evening. The music on this occasion was furnished by Professors Treloar and Uttermoehlen of Mexico.

18. Sixteenth Meeting:

(A) The sixteenth session was held in Sedalia, beginning June 26, 1877, and continued three days.

(B) *Officers*.—The officers were: A. W. Terrell, president; Miss Grace Bibb, vice-president; C. H. Dutcher, secretary; and J. J. Campbell, treasurer.

19. Seventeenth Meeting:

(A) On June 25, 1878, the Association met in Carthage.

(B) *Officers*.—R. D. Shannon, president; H. W. Prentis, secretary; and J. U. Barnard, treasurer.

(No records of the proceedings of this meeting are available from which to find details and the same is true for the next four meetings.)

20. Eighteenth Meeting:

(A) The association met in St. Louis June 24, 1870.

(B) *Officers*.—The officers were: C. H. Dutcher, president; John B. Scott, vice-president; H. W. Prentis, secretary; W. H. Lynch, treasurer.

21. Nineteenth Meeting:

(A) The nineteenth session was held in Columbia, beginning June 22, 1880.

(B) *Officers*.—Following were the officers: N. J. Morrison, president; G. L. Osborne, vice-president; C. M. Woodward, secretary; Mrs. Clara Hoffman, treasurer.

22. Twentieth Meeting:

(A) In June, 1881, the association met at Sweet Springs.

(B) *Officers*.—Dr. F. Louis Soldan was president; C. M. Woodward, secretary; and Clara Hoffman, treasurer.

(C) *Sweet Springs Permanent Meeting Place for Ten Years*.—The Association continued to meet in Sweet Springs,

in June, for a period of ten years. This was its first experience in having a permanent home and it was greatly enjoyed. The meetings increased in interest, efficiency and numbers each year. There were 160 teachers present at this meeting.

23. Twenty-first Meeting:

(A) Was held at Sweet Springs in June, 1882.

(B) *Officers*.—Following were the officers of this meeting; T. R. Booth, president; D. R. Cully, secretary; Clara Hoffman, treasurer.

24. Twenty-second Meeting:

(A) This meeting was held in June 26-27-28, 1883, at Sweet Springs.

(B) *Officers*.—Officers were: F. W. Parsons, president; A. Haynes, secretary; and Mrs. M. V. Neet, treasurer.

25. Twenty-third Meeting:

(A) The twenty-third meeting of the association was held at Sweet Springs June, 1884.

(B) *Officers*.—State Superintendent W. E. Coleman was president; Pres. J. P. Blanton, Kirksville, vice-president; Prin. J. L. Holloway, Sedalia, recording secretary; R. N. Dunn, Warrensburg, railroad secretary; Dr. J. A. Quarles, Lexington, treasurer.

(C) *Resolutions*.—In addition to the usual resolutions of thanks, the association recognized the value of private schools in the work of education and their increasing interest in the meetings and work of the association; noted the increasing efficiency and popularity of the State University, and requested the Legislature to make larger appropriations for its support; endorsed the State Normal Schools and their work, and asked for liberal appropriations from the state; complimented the efficiency of the public schools because of the employment

of better methods of instruction, a better system of grading in the towns and villages, more convenient, commodious and sightly school houses; asked to have the minimum length of school term increased from four to six months per year; the establishment of normal institutes by law, and that teachers be required to attend them.

(D) *School of Science and Pedagogy*.—A special resolution was passed by the association favoring the creation of a "School of Science and Pedagogy," and a committee was appointed to draw a plan for such a school. The committee consisted of J. S. McGhee, Chairman; Geo. L. Osborne and J. M. Greenwood.

26. Twenty-fourth Meeting:

(A) The twenty-fourth session of the association was held June 24-25-26, 1885.

(B) *Officers*.—The following officers were in charge: Nelson B. Henry, Cape Girardeau, president; R. D. Shannon, Louisiana, vice-president; Fred V. Loose, New London, secretary; L. B. Coates, Hamilton, assistant secretary; G. W. Krall, St. Louis, railroad secretary; Dr. J. A. Quarles, Lexington, treasurer; J. L. Holloway, Sedalia, superintendent of display.

(C) *Notes on Program*.—At this meeting the display of school work attracted considerable attention; county supervision was discussed and its adoption recommended; teachers' reading circles were advocated.

(D) *School of Science and Pedagogy*.—Immediately following the adjournment of the State Association the first session of the School of Science and Pedagogy convened. The School enrolled thirty students, among whom were some of Missouri's best city superintendents, town principals, presi-

dents of private schools and the members of the faculties of the University and Normals. A regular daily program was made and carried on throughout the session as follows: 1. Mental Science, S. S. Laws, president of Missouri University. 2. Pedagogics, Joseph Baldwin, president of Sam Houston Normal School, Huntsville, Texas. 3. English Language, Edward A. Allen, professor of English, Missouri University. 4. Chemistry, T. Berry Smith, professor of natural science, Pritchett Institute, Glasgow, Mo. 5. Geology, A. Haynes, president of Cooper Institute, Boonville, Mo. 6. Astronomy, Joseph Ficklin, professor of mathematics, Missouri University. 7. Elocution, D. M. Brewer, professor of elocution, New Orleans, Louisiana.

State Superintendent W. E. Coleman says in his report concerning this session: "The success attending the School of Science and Pedagogy during its first session was such as to encourage its originators and supporters to continue their efforts; and they have arranged to hold another session at Sweet Springs next summer, immediately after the close of the State Teachers' Association."

The second session was held as planned and a very full account of it may be found in Superintendent Coleman's report for 1886.

27. Twenty-fifth Meeting:

(A) The Association met June 22-23-24, 1886, at Sweet Springs.

(B) *Officers.*—The officers were: Anthony Haynes, Boonville, president; John T. Buchanan, Kansas City, vice-president; J. L. Holloway, Sedalia, secretary; I. C. McNeill, Kansas City, railroad secretary; Dr. J. A. Quarles, Lexington, treasurer; C. E. Ross, Kirksville, and Miss Ida Carhart, Warrensburg, superintendents of display.

(C) *Notes*.—Dr. A. D. Mays, of Boston, addressed the Association on “Some things the people expect of the Teachers.” The papers and discussions were of a high order as is indicated by an extended report given in the Missouri School Journal.

(D) *Resolutions*.—The resolutions urged the teachers of Missouri to attend the National Educational Association to be held in Topeka, Kansas, in July of that year; endorsed county supervision and urged the enactment of a law by the next General Assembly establishing it. W. T. Carrington was appointed a committee of one to interest the members of the Legislature and if possible secure the passage of a satisfactory law.

28. Twenty-sixth Meeting:

(A) The twenty-sixth session was held June 21-22-23, 1887, at Sweet Springs.

(B) *Officers*.—H. K. Warren, Hannibal, president; J. Black, vice-president; R. E. Oldham, Jefferson City, secretary; G. B. Longan, Kansas City, railroad secretary; A. F. Fleet, Columbia, treasurer; Silas Dinsmore, Kirksville, superintendent of display.

(C) *Resolutions*.—The resolutions urged the adoption of county supervision; recommended teaching the effects of alcoholic stimulants and narcotic poisons on the human system; urged Senators and Representatives in Congress to secure the passage of the “Blair Bill” rendering national aid to the cause of education.

(D) *Report of Committee on Relation of High Schools and Universities*.—At the meeting in 1886 a committee consisting of W. D. Dobson, J. Fairbanks, J. M. Greenwood, J. L. Holloway, and T. R. Vickory, was appointed to confer with

Drs. Allen, Ficklin, Fisher, Laws, and Smith of the University, "to bring about a mutual adjustment and more intimate union of the high schools and University systems in the State." The committee was aided by Superintendents H. K. Warren and W. E. Coleman. The committee reported a plan by which the University could discontinue its two years' preparatory work, the same to be done by the public high schools, and upon its satisfactory completion, the students were to be admitted to the University on their certificates or diplomas. The report is quoted in the chapter on Secondary Schools.

29. Twenty-seventh Meeting:

(A) The twenty-seventh session of the Association was held in June, 1888, at Sweet Springs.

(B) *Officers*.—W. T. Carrington, Springfield, president; H. W. Prentis, St. Louis, vice-president; W. D. Christian, Paris, secretary; Miss Effa Barrick, Sedalia, assistant secretary; Jno. T. Buchanan, Kansas City, railroad secretary; T. Berry Smith, Fayette, treasurer; H. F. Triplett, Sweet Springs, superintendent of display.

(C) *Notes*.—This meeting was largely attended and was highly successful. The papers and discussions were of a high order, and the interest never flagged from opening until final adjournment. The county commissioners held their fourth annual session at the same time and place and it also was well attended.

30. Twenty-eighth Meeting:

(A) The twenty-eighth session of the association was held at Sweet Springs the 18th, 19th, and 20th of June, 1889.

(B) *Officers*.—Following are the officers: Dr. S. S. Laws, Columbia, president; A. J. Wray, Lamar, vice-president; L. E. Wolfe, Moberly, secretary; Miss Barbara Mullen, Moberly,

assistant secretary; W. J. Hawkins, Nevada, treasurer; J. M. Shelton, Kansas City, railroad secretary; A. Haynes, Boonville, superintendent of exhibit.

(C) *Resolutions*.—The association by resolutions recommended a uniform course of study for the country schools; asked that the “Commissioner of Education” be made a member of the president’s cabinet; a strong resolution endorsing and commending Dr. S. S. Laws, retiring president of the association and also of the State University, was adopted.

31. Twenty-ninth Meeting:

(A) The 29th, and last session of the association held at Sweet Springs, began June 26, 1890, and closed June 28.

(B) *Officers*.—The officers were as follows: W. D. Dobson, Carrollton, president; L. W. Wolfe, Moberly, vice-president; W. H. Martin, Harrisonville, secretary; Miss Lizzie Allen, Harrisonville, assistant secretary; C. H. Dutcher, Warrensburg, railroad secretary; T. Berry Smith, Fayette, treasurer; A. Haynes, Boonville, manager teachers’ bureau.

(C) *Notes*.—For ten years the association met at Sweet Springs, but owing to a change in the management and plans of the proprietors, it became necessary to go elsewhere, and hence Pertle Springs, Johnson County, was chosen as the place of meeting for 1891.

(D) *Resolutions*.—The crystalized thought of this meeting, as expressed in the resolutions adopted, was against underbidding among teachers, the appointment of a committee of three to co-operate with the state superintendent in all matters pertaining to school legislation; favored “articulation” of the public and private high schools of the State with the State University; recommended the establishment in each state normal school of a “well ordered school of observation and

practice" in which normal graduates might be trained in the art of teaching; endorsed a uniform and efficient system of county supervision; asked the passage of a law which would assure the right of every child to a common school education and properly restrict the employment of children.

32. Thirtieth Meeting:

(A) The thirtieth session of the association, and the first held at Pertle Springs, began June 23 and closed the 25th, 1891.

(B) *Officers.*—The officers were: A. F. Fleet, Mexico, president; J. T. Buchanan, Kansas City, vice-president; A. S. Coker, Fredericktown, secretary; Miss Susie Watts, Bonne Terre, assistant secretary; J. R. Kirk, Kansas City, railroad secretary; T. Berry Smith, Fayette, treasurer.

(C) *Notes on Program.*—At this meeting the system of Teachers' Institutes and Training School recently established by law was thoroughly and earnestly discussed. The meeting was enthusiastic and the attendance very large, fully 900 being present.

(D) *Resolutions.*—The resolutions eulogized the past management of the University, indorsed the further policy outlined by President Jesse, thanked the press of the State and memorialized the world's fair commission for sufficient funds to make a good education exhibit.

33. Thirty-first Meeting:

(A) The thirty-first meeting was held at Pertle Springs June 21-23, 1892.

(B) *Officers.*—The officers were: W. J. Hawkins, Nevada, president; J. H. Malugen, Piedmont, vice-president, A. L. Whitaker, Kirkwood, secretary; T. Berry Smith, Fayette, treasurer.

(C) *Notes*.—This meeting was not so largely attended as the year previous, but was fully as successful as any previous meeting.

(D) *State Training School*.—On the adjournment of the association the second annual session of the State Training School was opened for ten days' work in the Warrensburg Normal School building.

(E) *Resolutions*.—The resolutions urged the adoption of county supervision; a complete system articulation from common schools to university, based upon a higher standard of admission to the State Normal Schools and University.

(a) *Educational Committee*.—The resolutions authorized the appointment of an Educational Committee consisting of one from each congressional district at large, the State Superintendent and president elect of the association. It was the duty of this committee to embody the recommendations of the association in the form of a bill to be laid before the Legislature; to inaugurate and take charge of a pupil's reading circle, a teachers' reading circle, university extension, and the celebration of Columbus Day, Oct. 12, 1892; to recommend changes in the school law, prepare an educational policy to be discussed at the association in 1893, to establish and locate two or more additional holiday associations. The treasurer was authorized to pay the expenses of the Educational Committee not to exceed \$100.

(b) *Educational Commission*.—The resolutions requested the 37th General Assembly to appoint an educational commission, the members to be representatives of various occupations and professions, to consider all educational interests and prepare bills for subsequent Legislation.

34. Thirty-second Meeting:

(A) The thirty-second meeting was held at Pertle Springs June 19-20-21, 1894, and was largely attended, no interest being lost by reason of the failure to meet the previous year.

(B) *Officers.*—The officers were the ones which were to have served at the meeting of 1893, namely: W. H. Prentis, St. Louis, president; W. J. Stevens, Webb City, vice-president; A. R. Morgan, Memphis, secretary; J. R. Kirk, Westport, railroad secretary; J. P. Gass, Fulton, treasurer.

(C) *Resolutions.*—The resolutions recommended the establishment of two more Normal Schools, one in the Northwest, the other in the Southwest part of the State; asked for the establishment of an institution for feeble-minded children; again urged the establishment of efficient county supervision; favored the enrichment of the course of study, the teaching of elementary natural phenomena; recommended the colleges perform college work, omitting secondary work on the one hand and University work on the other; recommended the report of the "committee of ten;" urged the purchase of a school library by every school district; authorized the appointment of a committee of three to make recommendations in regard to a teachers' reading circle; favored an institute law that can be put into effective operation.

35. Thirty-third Meeting:

(A) In 1895 the association convened at Pertle Springs June 18, and continued in session three days.

(B) *Officers.*—Following were officers: J. T. Muir, Moberly, president; J. M. White, Carthage, vice-president; L. J. Hall, Montgomery City, secretary; F. D. Tharpe, Kansas City, railroad secretary; E. D. Luckey, St. Louis, treasurer.

(C) *Resolutions.*—The resolutions congratulated the state

“upon the certain though gradual advancement of all its educational institutions;” re-affirmed faith in the institute, not as a school, but as a means of inspiration; urged the re-organization of teachers’ reading circle; authorized the appointment of a committee of nine to recommend a plan for classifying the colleges and universities, the requirements for college entrance, and to recommend a course for secondary schools leading to college entrance; endorsed the deaf and dumb school, the industrial home for girls, the reform school for boys, and the establishment of a school for the feeble-minded.

36. Thirty-fourth Meeting:

(A) The thirty-fourth session of the association was held at Pertle Springs, June 23-24-25, 1895.

(B) *Officers.*—J. M. White, Carthage, president; Dr. W. H. Black, Marshall, vice-president; E. D. Luckey, St. Louis, secretary; F. D. Tharpe, Kansas City, railroad secretary; J. A. Merrill, Warrensburg, treasurer.

(C) *Notes.*—The report of this meeting says among other things, “clearly we are each year gaining a more adequate conception of the correlation of studies in schools as well as the relation of our several kinds of institutions to one another. Better scholarship and higher culture seem to be manifest in the Missouri State Teachers’ Association.”

(D) *Report of Committee of Nine.*—At this meeting the committee of nine submitted an admirable report which was adopted by the association. This report relates to the Missouri College Union, and will be found in that chapter.

(E) *Resolutions.*—The resolutions recommended that no person should be allowed to instruct in an institute unless he held a state certificate to teach; approved of a “National Col-

lege for the blind;" again urged the adoption of efficient county supervision, and recommended the establishment as a permanent feature beginning with the next annual meeting of a "Horace Mann Memorial Evening," and that "all of the exercises of such evening be confined to addresses and discussions upon the character, work, and influence of America's first and greatest educational reformer." It was also recommended that a press secretary be appointed to report the proceedings of the association.

(F) *Change Time of Meeting.*—At this meeting the association decided to change the time of meeting from June to December, during the Christmas holidays, and to hold the next meeting in Sedalia.

37. Thirty-fifth Meeting:

(A) Though only six months had elapsed since the 34th session, this session was fully up to the high standard of its predecessors. The attendance was large and enthusiastic. It was held in Sedalia, December 29-30-31, 1896.

(B) *Officers.*—W. H. Martin, Lamar, president; J. S. McGhee, Cape Girardeau, vice-president; J. A. Whiteford, Moberly, secretary; G. V. Buchanan, Sedalia, railroad secretary; J. A. Merrill, Warrensburg, treasurer.

(C) *Addresses.*—The first evening was devoted to papers and discussions upon the life, character, work and influence of Horace Mann, as agreed upon at the close of the 34th session. On the second evening, a lecture was delivered by Dr. Nicholas Murray Butler, of New York, on "Scientific Study of Education."

(D) *Committee on Supervision.*—A committee was appointed to draft a bill for county supervision and work for its adoption.

(*E*) *New Constitution*.—The association adopted a new constitution.

(*F*) *Resolutions*.—The resolutions asked for a law establishing county supervision; asked for the adoption of mental arithmetic by the Text-book commission; recommended that the law be so amended that the State Superintendent could make his annual report to the Governor on December 1 of each year, said report to have not less than 500 pages, and that 20,000 copies be printed and distributed each year; opposed any legislation that would give diplomas of private schools the force of teachers' certificates; urged the adoption of a new state constitution; and expressed deepest sympathy for the Armenians and Cubans in their contest for liberty and independence.

38. Thirty-sixth Meeting:

(*A*) The 36th session met in the Hall of the House of Representatives, Jefferson City, December 28-29-30, 1897.

(*B*) *Officers*.—The following were the officers: Hon. John R. Kirk, Jefferson City, president; E. D. Luckey, St. Louis, vice-president; L. W. Rader, Carrollton, corresponding secretary; Mrs. Lucy B. Fulton, Chillicothe, recording secretary; F. D. Tharpe, Kansas City, railroad secretary; J. A. Merrill, Kansas City, treasurer.

(*C*) *Notes*.—This was one of the most largely attended meetings in the history of the association, fully 1,200 being present, not more than half of whom enrolled and paid the membership fee. The railroads for the first time in many years granted a rate of one fare for the round trip. This, together with a very attractive program, and opportunity to visit the State Capitol and attend the reception at the Mansion tendered the teachers by Governor and Mrs. Stephens, attracted the teachers from all parts of the state.

(D) *Addresses*.—The most popular speakers among the men were Drs. J. M. Greenwood, R. H. Jesse, W. H. Black and Maj. J. B. Merwin; among the women, Misses Mary McCulloch, Louise E. Litsinger and Mrs. Lucy Fitch Perkins of Chicago. The program, while of a high order, was greatly over crowded. Many excellent papers were not read in full.

(E) *Resolutions*.—The resolutions urged the formation of local historical societies in each county of the state and that all valuable information of a historical nature be collected and deposited at the county seats; recognized the school for the blind, St. Louis, and for the deaf and dumb at Fulton, as parts of the state system of public education; endorsed the efforts of all the state educational institutions for greater usefulness; recommended the enactment of a law requiring that the elements of the science of agriculture and horticulture be included among the subjects to be taught in the public schools of Missouri; endorsed county supervision and authorized the appointment of a committee to assist the State Superintendent in urging the passage of such a law; endorsed the report of the committee of twelve and authorized the State Superintendent to secure and distribute 20,000 copies among the teachers of the state at an expense not to exceed \$90.

39. Thirty-seventh Meeting:

(A) The thirty-seventh meeting was held at Jefferson City, December 28-29-30, 1898.

(B) *Officers*.—E. D. Luckey, St. Louis, president; V. E. Halcomb, Liberty, vice president; H. E. DuBois, Trenton, corresponding secretary; J. U. White, Jefferson City, railroad secretary; J. A. Merrill, Kansas City, treasurer.

(C) *Missouri School Board Association*.—The Missouri

School Board Association was also in session, holding their meetings in the Senate Chamber. While the attendance of school directors was quite small the interest was excellent, the papers and discussion being of a high order, reflecting much credit on their authors.

(D) *Addresses*.—The following distinguished visitors were present and took part: Dr. Luckey of the University of Nebraska, Mr. George William Bruce, editor of the American School Board Journal, Milwaukee, Wisconsin; and Miss Florence Holbrook, principal of the Forestville school, Chicago.

(E) *Resolutions*.—The resolutions reiterated the association's endorsement of county supervision; noted with pride the growth of secondary education in Missouri and the work of the Missouri College Union in heartily co-operating with the public school system. They expressed the belief that the educational welfare of the state would be promoted by a permanent provision for the maintenance of the university of the state and the state normal schools, which provision shall be commensurate with the growth and development of the state; by the operating of the university in all of its academic work throughout the year in accordance with the recommendation of the board of visitors; by the recent action of the board or curators in making tuition free; by the ample equipment of a complete model or training department in each of the state normal schools; by the encouragement of the formation of joint district high schools through state aid and the improving of the weaker high schools already existing through limited state aid conditioned upon the per cent of local taxation for school purposes; by the separation of the licensing power from the instruction feature in the county

institutes; by a provision by which boards may furnish textbooks free to the pupils; and by state supervision of degree conferring institutions.

40. Thirty-eighth Meeting:

(A) The session was held in Jefferson City, December 28-29-30, 1899.

(B) *Officers.*—The officers were: Dr. R. H. Jesse, Columbia, president; Lee W. Rood, Caruthersville, vice president, Oliver Stigall, Chillicothe, corresponding secretary; Miss Marie L. Turner, Clayton, recording secretary; W. J. Hawkins, Kansas City, railroad secretary; E. D. Luckey, St. Louis, treasurer.

(C) *Notes.*—The first two days of the session were devoted to reading and discussing papers and the last in a visit to the State University at Columbia, Missouri. More than six hundred teachers availed themselves of the opportunity to visit the University, returning to Jefferson City and to their homes in the evening.

(D) *Resolutions.*—The resolutions pledged the promoters of the Louisiana Purchase Exposition, St. Louis, hearty support, and recommended an appropriation by the General Assembly of a sum sufficient to insure an appropriate educational exhibit and capable superintendence thereof; endorsed the Federation of Woman's Clubs of Missouri; endorsed the introduction of manual training and industrial economy in the public schools above the sixth grade; favored legislation prohibiting the employment of teachers related to the board by blood or marriage; favored all rational movements for good roads; declared in favor of raising the academic standard in the Normal Schools and the exclusion of all subnormal subjects from curricula of such schools.

41. Thirty-ninth Meeting:

(A) The association met in Jefferson City December 26, 1900, for a three days' session.

(B) *Officers*.—Dr. W. H. Black, Marshall, president; H. D. Demand, Lexington, vice president; J. H. Markley, Albany, secretary; W. J. Hawkins, Kansas City, railroad secretary; E. D. Luckey, St. Louis, treasurer. The Executive Committee provided for in the constitution was as follows: for six years, Oliver Stigall, Chillicothe, and Geo. H. Howe, Warrensburg; for four years, Geo. T. Murphy, St. Louis, and Lee W. Rood, Caruthersville; for two years, J. A. Merrill, Kansas City and W. H. Lynch, Mountain Grove.

(C) *Addresses*.—The speakers from abroad at this meeting were Booker T. Washington, Tuskegee, Alabama, and Dr. A. F. Nightingale, Chicago. The program, though crowded, was never excelled and most of those on duty were present.

(D) *Resolutions*.—The association by resolution declared in favor of a uniform method of examining teachers and granting certificates; favored shortening the time for county institutes and devoting the entire attention to professional subjects; recommended the establishment of approved summer schools and the encouragement of teachers to attend them; favored the consolidation of districts and the establishment of rural high schools; declared in favor of State aid in the establishment and maintenance of free high schools in rural and village districts; asked for the appointment of a committee of three to co-operate with the State Superintendent in urging the exactment of laws recommended by the association; and favored the establishment of intellectual contests between the educational institutions in the state.

42. Fortieth Meeting:

(A) The fortieth meeting of the association was held in Kansas City December 26-27-28, 1901.

(B) *Officers.*—The officers were as follows: W. S. Dearmont, Cape Girardeau, president; S. A. Underwood, Kansas City, vice-president; W. J. Stephens, St. Louis, secretary; W. J. Hawkins, St. Louis, railroad secretary; D. L. Roberts, Neosho, treasurer.

(C) *Reading Circle Board.*—The Reading Circle Board were: J. R. Kirk, Kirksville; G. V. Buchanan, Sedalia; J. U. White, Brookfield; W. T. Carrington, Jefferson City, and W. S. Dearmont, Cape Girardeau.

(D) *Resolutions.*—The resolutions favored; incorporating literature, art and nature study into the course of study; the introduction of manual training and domestic economy into both elementary and secondary schools; the teaching of the elements of agriculture in rural schools by text-books and laboratory methods; the work of the "college union" in articulating the secondary and higher educational institutions; the efforts to unify the work of the State Normal Schools; the proposed constitutional amendment which provides for the reinvestment of the State school and seminary funds at the same rate of interest, as the certificates of indebtedness fall due; the proposed constitutional amendment to raise the limit of tax levy in St. Louis, Kansas City, and St. Joseph from forty cents to sixty cents on the \$100 assessed valuation; the labors of the committee of three appointed a year ago in behalf of "Child Labor and Compulsory Attendance;" The laws passed by the last General Assembly: (a) Relating to school libraries; (b) providing for the consolidation of school districts and establishing central high

schools; (c) divorcing the county institutes and teachers' examinations and providing uniform and simultaneous examinations throughout the State; (d) creating county boards with authority to secure uniformity in grading and classifying rural schools and to adopt a course of study therefor.

(E) *Declaration of Principles*.—No one should be employed to teach who has not made special preparation for teaching; the State should control and maintain liberally, institutions whose object is the training of teachers; the public school system should, so far as possible, offer equal opportunities to children in remote rural districts and in centers of population; the entire property of the State should be taxed as nearly uniformly as possible to support public schools; a large part of the local school support should be by local taxation in order that communities maintain deep interest in their schools; the amount derived from a uniform State tax and income on the permanent funds should be increased instead of decreased.

43. Forty-first Meeting:

(A) The forty-first meeting of the Association was held in St. Louis, December 29-30-31, 1902.

(B) *Officers*.—The officers of the meeting were: Supt. J. A. Whiteford, president; Supt. Ben. Blewett, St. Louis, vice president; J. B. Hale, second vice president; J. W. Richardson, third vice president; J. D. Wilson, secretary; R. H. Jordon, treasurer, and W. J. Hawkins, railroad secretary.

(C) *Executive Committee*.—The members of the executive committee elected were: J. D. Elliff, Joplin; Supt. L. M. Dougan, Maryville, and Principal E. E. Dodd, Springfield.

(D) *Addresses*.—(a). "Democratic Government of Schools by and Through Pupils," by Principal John T. Ray of the John Crerar School, Chicago.

The paper brought out one of the most animated discussions of the session. Being discussed by President Kirk of Kirksville, Miss Fruchte, St. Louis, Miss Wild, Kirkwood, and Superintendent Greenwood, Kansas City.

(b). "The Library, an Educational Agency," by Mr. F. M. Crunden, librarian, St. Louis.

Following Mr. Crunden's address the whole matter of libraries was taken up for discussion; including such topics as "Libraries for Villages and Smaller Towns," "The Library in Rural Schools," and "Traveling Libraries."

(c). "What the Twentieth Century Demands," was the subject of a masterly address delivered by President David Starr Jordan, Leland Stanford, Jr., University.

(E) *Notes*.—The enrollment for this meeting was the largest for the whole history of the association. More than 2,000 teachers paying the enrollment fee, some fourteen hundred of whom were St. Louis teachers.

The executive committee ordered the proceedings, addresses, and papers of this association to be published out of the funds of the association. This policy has been pursued with reference to the proceedings, etc., of the association from that time till the present.

(F) *Resolutions*.—The resolutions favored free textbooks, school libraries, State library commission, fuller recognition of physical training as a factor in education, a compulsory attendance law, and the State supervision of village and rural schools.

42. Meetings from 1903 to 1910:

It seems that no detailed account of these eight meetings is necessary, inasmuch as the association published very full reports of all of them. These reports are available for reference in the general libraries of the institutions in the State.

Summary.—The State Teachers' Association may be said to have been the time keeper of educational progress for the State. One needs only to follow through the resolutions of this body to see how thoroughly this statement is true. The Teachers' Institute, Normal Schools for professional training, High Schools, County Supervision, better rural schools, better school houses, etc., all have come only after many resolutions and efforts of this Association.

II. DISTRICT ASSOCIATIONS.—There have been many district associations throughout the State; however, they have never had any legal status, but have always been purely voluntary associations. At one time the State Teachers' Association undertook to establish district associations in various parts of the State directly under its patronage and direction, but these were short lived and the most efficient ones are those in different parts of the State, made up of groups of teachers who were anxious to improve themselves and schools of the State. Among the well known associations of this type may be mentioned the Southwestern Association, the Southeastern Association, the North Central Association and the Western Central Association. Superintendent Wolfe was a most earnest advocate of district associations and he established four such associations, but they had only two or three meetings in as much as they were not located with any special reference to local interests. Mr. Wolfe was exceedingly anxious to make the district association an integral part of the State school system, as he thought many more teachers might be reached directly by such a plan than in any other way. The associations or institutes he had in mind were to be a step above the ordinary County Institute or Association, and they were to offer special opportunities for the instruc-

tion and development of city superintendents and high school teachers. The present tendency of the district association seems to be somewhat toward an organization in each Normal School district with the Normal School as the meeting place and patron of the association. These meetings are being held at the Thanksgiving holidays. However, it will probably be some time before all of these voluntary associations can be merged into such associations as are now planned by some of the Normal Schools.

III. COUNTY INSTITUTES AND ASSOCIATIONS:

(A) **Institutes.**—Until 1865, all County Institutes were only voluntary associations, which were organized by the local teachers. Along in the fifties practically every one of the Counties of the State had such associations and sometimes the teachers of two or more Counties organized a large association. The laws of 1853 made it the duty of the County School Commissioner to organize County Institutes, but there was no penalty meted out to the teacher who did not care to attend such associations; consequently, it may be said that they were only voluntary after all.

(B) **The Parker Laws.**—The Parker Laws provided for two County meetings per year under the control of the County Superintendent, and practically all the Counties of the State held institutes under this law; but it can hardly be said that these institutes were any better than the old voluntary ones, because so many of the County Superintendents were not efficient leaders. Indeed, it may be said that this fact had a good deal to do with rendering the first supervision law so unpopular. The teachers were unwilling to attend the institutes because of the inefficiency of the Superintendents and therefore they were opposed to the supervision law.

(C) Voluntary Institutes, 1872 to 1891.—We have already noted that the supervision law was repealed in 1872, and of course along with it went the provision for the compulsory County Institute. From this time to 1891, the County Institute was practically a voluntary association of the teachers of each County. However, it should be noted that the laws of 1885 provided that “It shall be the duty of every teacher, as soon as Teachers’ Institutes shall be established by law in the County, to become a member thereof, and as far as possible, to attend all regular meetings of the same.” Under this provision many of the counties established very excellent institutes. They were usually in session from two to four weeks, and many of them provided quite definite training. The State Superintendent did much to foster these institutes and live County School Commissioners almost invariably had such an institute each year in their counties. Among the more important things taught in these institutes may be mentioned (1) a good drill in the pedagogy of the common school branches; (2) some theoretical pedagogy in school economy, organization and management; (3) methods of the recitation, school tactics and lectures on Hygiene.

(D) Compulsory Institute Law, 1891.—In 1891, the General Assembly passed a law requiring a County Institute to be held in each one of the Counties of the State in May, June, July or August in each year. The law permitted each institute to determine the length of term, place and time to begin, but each county must maintain an institute for not less than two weeks. The object of this Institute was to train and license teachers. The law provided for an Institute Board of Examiners which consisted of the County Commissioner, one Conductor and at least one Instructor. The last days

of this Institute were given over to examinations, and after these examinations the Institute Board issued the certificates to the teachers. The State Superintendent prepared a course of study annually which was made the basis of the work for these institutes. Each teacher was required to pay to the County Treasurer a yearly Institute Fee of \$3.00 and this money was used to pay the expenses of the institute. This law remained in force till 1903.

(E) County Teachers' Associations Provided For.—In 1903 the old Institute Law was repealed and the County Teachers' Association was authorized to take its place. This association was a three day's session held in September, October, November and December of each year. The teachers were expected to attend, and when they did so and performed the duties imposed upon them by the Association, they were allowed their regular salary for the time they were attending the Association. In some measure this Association also was under the direction of the State Superintendent, because he always sent out tentative programs for it. The law compelled the County Commissioner to hold the Association, but the teachers could not be compelled to attend in as much as there was no penalty for their non-attendance.

(F) Teachers Meetings to Be Held by the County Superintendent.—The County Supervision Law requires the County Superintendent to hold at least six teachers meetings each year in his county. One of these meetings must be held at the County Seat for a two days session, immediately preceding the opening of the schools in the fall. All teachers are required to attend this meeting; indeed it seems that the County Superintendent has power to compel attendance, in as much as he may refuse to renew certificates when teach-

ers have not attended this meeting. The other five meetings may be county meetings, or they may be local teachers' meetings in the towns of the townships in the county.

The County Superintendent may hold the County Teachers' Association, also if he so desires, and when the meeting is held it is the duty of all the teachers in the county to attend this meeting; however the law makes no provision for compelling teachers to attend.

Summary.—No doubt the County Institute and County Associations have been most potent factors in the creation of more intelligent educational sentiment, and they have served to bring about more uniform methods of teaching and managing schools. In addition to the above, they have been the means of furnishing thousands of teachers the only pedagogical training they have had, to help them do more efficient work; and finally, they have been the means of providing that social intercourse necessary for growth and the development of a professional spirit among the teachers of the State.



A schoolhouse with a history.

CHAPTER IX.

EDUCATIONAL PROBLEMS.

The following educational problems are proposed because they seem to be the more pressing ones at the present moment. The discussion offered upon them is merely suggestive and not intended in any way to be entirely conclusive. It is hoped that the teachers of the State will take them up for earnest consideration in order that the most rational solution may be found for them:

I. Administrative Areas.—At present we are committed to the district system of control in all matters of taxation and administration. Under this system the burdens of taxation are very unequally distributed and consequently our schools have reached varying degrees of efficiency. No less than two thousand school districts in the State are so small and have an assessed valuation so low that it is entirely impossible for them to have first class schools. Some other unit of taxation will have to be found before these districts can possibly have an eight month's school. The High School situation is also in a very bad condition, due to the fact that it is not possible to have first class high schools in towns where the area is small and assessed valuation low. These conditions must be remedied very soon if the State is to do its full duty in the matter of educating all of the people.

II. Vocational Training.—The current pedagogical literature is full of discussions on such subjects, "Vocational Training," "Industrial Education" and "Vocational Guid-

ance.” Therefore it seems proper that a brief presentation of this subject should be made. Possibly the best general statements about this subject have been made by Commissioner Snedden of Massachusetts, in his little book, “THE PROBLEM OF VOCATIONAL EDUCATION.” His classification is the best one to be found, it is as follows: (1) The Professional group, including Lawyers, Physicians, Ministers and Teachers. (2). The Commercial group, including Bookkeepers, Clerks, Shopkeepers, etc. (3). The Agricultural group, including all those factors of knowledge and skill necessary for the tillage of the soil and the management of domestic animals. (4). The Industrial group, including the bricklayer, the machinist, the shoemaker, carpenter, plumber, the blacksmith, and all other trades and crafts. (5). The Household Arts which teach the girl plain sewing, the preparation of school, the care of children, home nursing, and the general management of the home.

We have admitted the obligation of the State in the matter of preparing trained men and women for the first three of these groups, but at present we are doing virtually nothing toward training boys and girls for the trades and crafts. Moreover, it may be said that outside of the cities in our State, very little so far has been accomplished in the matter of teaching the household arts. We need to assume these as the obligations of Democracy. It is useless now to stop to argue about the advisability of society undertaking to teach these neglected vocations, because all the arguments which have been used in times past for Professional, Commercial, and Agricultural Education, may be applied with equal force and conclusiveness to teaching the trades and crafts and also the Household Arts. I know it will be urged

at once that this will mean a larger expenditure for the support of the school. The fact is such will be the case, however this is only part of the truth, for the whole truth is, society now pays all the expenses for the inefficiency of the learner, in these vocations. I feel quite sure that society would be much the gainer both in economic and moral energy, if positive education were carried on by the school in these two neglected vocations. I have taken it for granted that the school is society's best institution to undertake this work, because the school is already thoroughly organized in such a way as to provide the necessary machinery for carrying on this training.

III. Medical Inspection.—Recently a great mass of material has been published showing that probably one-half of the children in the United States have one or more physical defects. These defects ranging from decayed teeth to incipient tuberculosis. All this means that nearly ten millions of children need some medical attention before they hope to come to manhood or womanhood with the full measure of economic and social efficiency. To be sure the most accurate statistics have been taken only in the large cities, but from what is known from rural conditions it is very doubtful if on the whole the conditions here are any better, and the problem of relief in rural life is much more complex.

Outside of the great cities of the State practically nothing has been done in this matter. It seems perfectly clear that we must attack the problem at once, because of the great waste of economic and spiritual energy. It is very evident that the economic loss must be very great, however the greatest issue involved is the relief from the temporary and permanent suffering of the children which can never be measured in any terms on economics.

IV. State Architect.—It seems entirely reasonable that the State would ultimately gain much if a competent architect were selected and put upon the staff of the State Superintendent. Such an officer would be of value in at least two important ways: (1). He could plan typical school buildings for the various needs of the State and supply accurate data concerning the cost of the same. This is desirable because it would ultimately bring about some uniformity in styles of school architecture. (2). Undoubtedly, there has been a great waste in the construction of many of our school buildings. It could be the business of such an official to advise with school officers in such a way as to prevent much of this waste.

V. The Mill Tax Amendment.—Undoubtedly the most urgent need of the State is to secure a permanent provision for the support and maintenance of our higher institutions of learning, and to provide for the development of elementary and secondary schools. In order that this may be done, at the meeting of the State Teachers' Association in Hannibal in November, 1911, a resolution was passed approving the submission of a constitutional amendment for the purpose of providing permanent support for the schools of the State. The exact form of the amendment is as follows: "Section 28. A State tax of ten cents on each one hundred dollars valuation shall be annually levied and collected on the assessed value of all property subject by law to taxation in this State. The proceeds of said tax shall be set apart in the State treasury and appropriated by the General Assembly for the support and maintenance of Public Elementary and High Schools, State Normals, Lincoln Institute and The State University; but in no case shall there be appropriated less than

twenty-five per cent of said proceeds to be used in aiding public elementary and high schools.”

The following are some of the more important arguments which should be considered by the people of the State as reasons for the support of the amendment as quoted above.

(1) Every rural school district in the State should have at least an eight months term of school. This can be accomplished, if the amendment passes. More than two thousand districts will increase the length of their school term in this way.

(2) Every boy and girl in the State should have the advantages of a high school education without having to go away from home to secure it, and without having to pay any tuition for the same. These privileges can easily be secured if this amendment passes, for State aid can be granted for the purpose of helping to make consolidated districts and the establishment of rural high schools.

(3) This amendment will enable the State to give aid to weak high schools in villages and small towns. At present there are no less than two hundred small high schools which need the aid. If they were granted small subsidies, a large number of them could have first class high schools in a very short time.

(4) The larger cities could be granted subsidies to maintain Kindergarten and evening schools. They are not allowed to do this now under our present constitutional restrictions.

(5) The adoption of the amendment would enable the larger high schools to put in pedagogical training for elementary teaching. This is very much to be desired, because it would help to solve one of our very pressing problems. Probably more than half of the elementary teachers of the State

have had very little pedagogical training and are not high school graduates. The building of many more first class high schools including an elementary pedagogical training in their curricula seems very necessary in view of our new certification law which provides after 1918 all teachers must be at least high school graduates or have the equivalent of such training. To realize this some special efforts will have to be made, because the present means are inadequate.

(6) The passing of the amendment would enable the State to grant substantial subsidies to encourage the neglected aspects of Vocational education.

(7) The adoption of the amendment would provide a moderate permanent income for the State Normal Schools, Lincoln Institute and the State University. This ought to be done in order that the management of these institutions will be relieved of the "unseemly scramble" before the appropriation committee of each General Assembly. Moreover, no institution can plan a policy of progressive improvement without knowing what its income is to be. The permanent provision for an income would put us in line with the best states in such matters and would give all our State institutions dignity, self-respect and greater efficiency.

(8) The adoption would enable the State to spend more than a million dollars in other ways. All the other State institutions need larger appropriations for maintenance and expansion. The special schools and the eleemosynary institutions are in great need of larger appropriations. We need more money to encourage the building of good roads, aiding of farmers institutes, and many other things. A million dollars will do much to provide for the pressing needs of our other institutions.

(9) Beyond any doubt the founders of the Republic were right when they said that the greatest asset that any nation or State can have is an educated and virtuous citizenship. The adoption of this amendment will enable the people of the State to insist upon higher standards of citizenship and more intelligent and efficient public service.

TOPICS FOR STUDY.

CHAPTER I.—ELEMENTARY SCHOOLS.

(1) Discuss the more important factors in the formation of the schools of the state. (2) Describe some of the early schools. (3) Tell about education in the time of the Territory. (4) What were the provisions of the first constitution of the state concerning schools? (5) Tell about the sixteenth Section. (6) What are the Saline lands? (7) Describe the early township organizations. (8) What were the important provisions of the school laws of 1839? (9) The acts of 1853. (10) Trace the history of the state course of study. (11) What were the Parker Laws and why did they fail? (12) What important changes were made in the revision of 1874? (13) What are the powers of a board of directors for a rural school? (14) What are the powers of the Annual School Meeting? (15) What provisions did the Constitution of 1875 make concerning schools? (16) Name the chief accomplishments of each of the following State Superintendents: Parker, Monteith, Shannon, Coleman, Wolfe, Kirk, Carrington, Gass, and Evans. (17) Tell how to secure the approval of a rural school. (18) Give a brief history of our school funds. (19) How are the elementary schools of the state now supported? (20) How may better school-houses be secured?

CHAPTER II.—SECONDARY SCHOOLS.

(1) Classify our secondary schools. (2) Describe the early Academy. (3) What influences helped to develop High Schools in the state? (4) Discuss the problems of the early High Schools. (5) Tell about the growth of High Schools. (6) Give in detail the requirements of the State superintendent for each class of High Schools. (7) How can we improve the High Schools of the State? (8) Give arguments for Rural High Schools.

CHAPTER III.—NORMAL SCHOOLS.

(1) Give a summary of the efforts of the State Superintendents to secure Normal Schools. (2) How did the State Teachers' Association help? (3) What were the arguments for the establishment of Normal Schools? (4) What were some of the plans proposed? (5) Describe some of the early private Normals. (6) When and where were the first Normals established? (7) How were they governed? (8) Who were the first Presidents? (9) How are the Normals now governed? (10) How are the Normal schools supported? (11) Give a brief sketch of each Normal. (12) Roughly, what is the total enrollment of all the Normals? (13) What is the value of all the property of the Normals?

CHAPTER IV.—SUPERVISION OF SCHOOLS.

(1) Name the officers that make up the State Board of Education. (2) What are the powers and duties of the board? (3) Give a brief history of the State Superintendency. (4) What are the qualifications, tenure and salary of the State Superintendent? (5) Discuss the powers and duties of the State Superintendent. (6) How is the County Textbook Commission constituted, and what are its duties? (7) What is the history of the office of County Superintendent? (8) How is the County Superintendent chosen, and what are the chief conditions of eligibility? (9) Name the more important duties of the county superintendent. (10) How are the schools of the State inspected? (11) What are the requirements for the different grades of county certificates? (See appendix A.) (12) What are the requirements for the various kinds of state certificates? (See appendix C.) (13) How are the state moneys now apportioned? (See appendix B.)

CHAPTER V.—SPECIAL SCHOOLS.

(1) Name and locate the special schools of the state. (2) State the peculiar function of each, and tell how they are supported. (3) Tell in detail who may be admitted to each. (4) How are these institutions managed? (5) Give a brief history of each. (6) Does the state need other special schools?

CHAPTER VI.—THE COLLEGE UNION.

(1) How did the College Union come to be organized? (2) Name the original members and tell what institutions since have been added. (3) What were the important provisions of the Report of Committee of Nine? (4) Name the men who composed the committee. (5) What were the important results of the adoption of the report? (6) How may the graduates of the institutions of the College Union be certificated? (7) Give a good historical sketch of each institution in the Union. (8) How many students have been graduated from the institutions of Union? (10) What is the total enrollment of these institutions? (11) What is the value of their property, including endowment?

CHAPTER VII.—CITY SCHOOL SYSTEMS.

(1) Give a brief history of the St. Louis School system. (2) How is the system administered now? (3) What teachers' organizations are maintained? (4) What are some of the characteristic things about the system. (5) Name some of the superintendents who have had much to do with educational affairs in the state and nation. (6) Give a brief history of the Kansas City school system. (7) Describe its present organization. (8) What is the "Greenwood Club?" (9) How long has Mr. Greenwood been the City Superintendent and what are some of his services to the state and nation? (10) Name some of the more significant things about the Kansas City Schools. (11) Give a brief history of the St. Joseph Schools. (12) How is the system now managed? (13) Give an account of the late Superintendent Neeley's work. (14) How are the schools of the other cities and towns of the state administered? (15) Name ten well known city superintendents.

CHAPTER VIII.—TEACHERS' ASSOCIATIONS.

(1) Trace out some of the more important educational policies advocated by the State Association, and show how school legislation has been influenced by them. (2) Name ten cities which have entertained the State Associations. (3) Name twenty school men who have been prominent in its Councils. (4) Name ten of its recent presidents. (5) How does the membership of

the State Teachers' Association compare in number with our sister states? (6) What is the history and present status of District Associations? (7) Give a brief history of County Institutes and Associations.

CHAPTER IX.—EDUCATIONAL PROBLEMS.

(1) What are the state's most important educational problems? (2) What are the arguments for consolidated districts? (3) Tell about our High School needs. (4) What are some good arguments for the Mill Tax Amendment? (5) Name some reasons for Medical inspection of all the children in the public schools. (6) What are the values of Vocational Training for all children?

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APPENDIX A.

REQUIREMENTS FOR COUNTY CERTIFICATES.

Section 10939. County superintendents to grant certificates—public examinations held, when—grades and qualifications.—The county superintendent of public schools shall have authority to examine teachers and grant certificates of qualification to teach in their respective counties or in the state. Three public examinations of two days each shall be held during the year on the first Friday and the succeeding Saturday in March, June and August, at such place or places in the county as the county superintendent of schools may designate. Said examinations shall be conducted by said county superintendent of public schools, or by some one duly authorized by him to conduct them. All questions given in said examinations shall be prepared and furnished by the state superintendent of public schools. Certificates issued by said county superintendent of public schools shall be of three grades: Third grade shall be valid for one year and second grade for two years in the county for which they are issued, and first grade for three years in the state. Third grade certificates shall be granted to applicants who are of good moral character and who shall pass satisfactory examinations upon the following branches: Spelling, reading, penmanship, language lessons, geography, arithmetic (including business forms and rules), English grammar, United States history, civil government (including the government of Missouri), physiology and hygiene, with special reference to the effect of alcoholic drinks and stimulants and narcotics generally upon the human system, agriculture, and pedagogy. Second grade certificates shall be granted to applicants who are of good moral character and who shall pass satisfactory examinations upon the branches hereinbefore mentioned, and in addition thereto, algebra and literature. First grade certificates shall be granted to applicants who are of good moral character and who shall pass satisfactory examinations upon all the branches hereinbefore men-

tioned, and in addition thereto one branch of history, either ancient, mediaeval or modern, or English, and one branch of science, either physical geography, physics, or elementary biology: *Provided*, that in addition to the above named scholastic requirements each applicant who has had four months' experience in teaching shall be graded by the county superintendent on the following professional qualities: Teaching ability and management. Each applicant shall be graded on these professional qualities at the time of each renewal of certificate and each issue of a new certificate: *Provided*, that to obtain a first grade certificate each applicant shall have had eight months' experience in teaching and shall maintain an average grade of 90 per cent on the above named scholastic requirements, together with the above named professional requirements; to obtain a second grade certificate an average grade of 85 per cent on the aforesaid requirements; to obtain a third grade certificate an average grade of 80 per cent on aforesaid requirements, but no certificate shall be granted to any person whose grade in any subject falls below sixty per cent: *Provided*, that the county superintendent of public schools shall have authority to prepare questions, conduct examinations, grade papers and issue certificates to applicants who for good and sufficient reasons could not attend the last regular examination. Said applicants to conform to all requirements for that grade county certificate. Said certificate to be good only until the end of the school year in which it is issued, and the papers written on said examination to be filed by said county superintendent of schools in his office where they shall be kept for a period of at least one year after the date upon which they were written.

Section 10940. Grading of examination papers by state superintendent of public schools.—The county superintendent of public schools shall in accordance with a system prepared and submitted by the state superintendent of public schools give each applicant writing in the examination a number by which number alone the papers of said applicant shall be marked and designated. Said county superintendent shall keep an accurate record of the number given to each applicant. Within three days after the close of each regular examination, the county superintendent of public schools shall forward to the state superintendent, by express or registered mail, all the papers of all applicants for first grade certificates and of all other applicants who shall request their papers to be sent to

the state superintendent. Said state superintendent of public schools shall carefully grade all papers, keep a record of said grades, certify them to the county superintendent of the county in which said papers were written, and also return said papers to said county superintendent of public schools, who shall preserve them among the records of his office for at least one year after the date of the examination at which they were written.

Section 10941. Qualifications necessary for certificates.—No person shall be granted a license to teach in the public schools of this state who is not of good moral character. From and after September 1, 1912, all applicants for first or second grade certificates to teach must present evidence of having completed the first year's work of a classified or accredited high school as defined in section 10923, R. S. Mo. 1909, or its equivalent. From and after September 1, 1914, all applicants for first or second grade certificates must present evidence of having completed two years of such work, or its equivalent. From and after September 1, 1916, all applicants for first or second grade certificates must present evidence of having completed three years of such work, or its equivalent. From and after September 1, 1918, all applicants for first or second grade certificates must present evidence of having completed four years of such work, or its equivalent. "The high school work herein required may be done in any public, private, or parochial school, or private study, and satisfactory evidence thereof presented by the written statements of parties who have personal knowledge that such work has been done, or by passing a satisfactory examination on the subjects for which credit is claimed and which are not required in the examination prescribed by section 10939 of this article." *Provided*, that provisions of this section shall not apply to any person who holds a certificate entitling him to teach in the schools of Missouri at the time of the taking effect of this act.

Section 10942. Renewal of certificates.—A third grade certificate may be granted to any one person in but four consecutive years. A second grade certificate shall be renewed without examination once. A first grade certificate an unlimited number of times: *Provided*, that the holder shall give satisfactory evidence to county superintendent of public schools that certain professional work prescribed by state superintendent at the time of

the issuing of former renewal of the certificate has been complied with: "*Provided*, that any teacher who has had five years' experience in teaching and is employed as a teacher at the time of the taking effect of this act shall have his or her county certificate renewed an unlimited number of times, on condition that said teacher continues in the same position and is faithful in the performance of his or her professional duties."

Section 19043. County superintendent to pass on morality of applicants—to keep grades and record of certificates—may endorse certificate from adjoining county.—The county superintendent of public schools shall pass upon the moral character and requirements, other than scholastic as shown by the papers written, of all applicants for certificates to teach in the schools under his jurisdiction, and he shall grade each applicant who has had four months' experience in teaching on teaching ability and management. The grades on these two professional requirements shall be averaged with the grades on the scholastic branches required in section 10939. The county superintendent shall keep a true record of all grades made by all applicants in examinations conducted by him as certified to him by the state superintendent, and also as graded by himself, and also a record of all certificates granted, renewed or revoked, said record exhibiting the number granted, date, grade and length of time for which each certificate was issued, and the name, age, sex, and nativity of the person receiving the same, and deliver the same to his successor in office. Any applicant may raise the grade of his certificate by meeting the additional requirements prescribed for such higher grade of certificate, and any or all grades on a valid third grade certificate may be used on a second grade certificate: *Provided*, that the county superintendent may endorse without examination second grade certificates from adjoining counties, on the payment of a fee of one dollar and fifty cents.

Section 10944. Applicants to pay fee—fees received to be used to pay expenses—superintendent to make annual statement of fees collected and expended.—Every applicant for a certificate shall pay to the county superintendent of public schools a fee of three dollars, which shall entitle him to take any and all examinations given in any calendar year. Every applicant for a renewal of his certificate shall pay a fee of one dollar and fifty cents. The fees so

collected shall be used for the payment of the expenses of teachers' associations and teachers' meetings authorized by this chapter—at least thirty per cent being set apart and used for this purpose—and for the expenses incident to the grading of papers and issuing certificates of applicants for license to teach. The county superintendent of public schools shall remit to the state superintendent five cents for each subject written by each applicant, whose papers are sent to the state superintendent of schools. The fees, received in this manner by the state superintendent of public schools, shall be used to pay the compensation of such assistants as may be necessary to examine and grade all such papers, and to pay other expenses incident to the grading of the papers submitted and recording and certifying said grades. The state superintendent of public schools is hereby empowered to appoint and pay such assistants as he may need for the examining and grading of all such papers submitted, and he shall also keep an accurate account of all moneys received and disbursed by him in carrying out the provisions of this act. Any balance remaining in said fund shall be turned into the general revenue fund of the state by said state superintendent of public schools on the first day of December of each calendar year. The county superintendent of public schools shall make report of all fees collected, all amounts expended for teachers' associations and meetings and for all amounts remitted to the state superintendent, to the county court at its regular meeting in February of each year.

APPENDIX B.

THE APPORTIONMENT OF THE SCHOOL MONEYS.

Section 10822. Apportionment of public school fund.—The state superintendent of public schools shall, annually, before August 15th, apportion the public school fund applied for the benefit of the public schools among the different counties. This apportionment shall be made as follows: The state superintendent shall apportion, among the various counties, fifty dollars for each teacher, each principal, and each supervisor actually employed for the entire term: *Provided*, that any teacher employed for less than one-half of the day shall not be counted; any teacher employed for less than one-half of the term for which school is maintained in the district shall not be counted; for each teacher employed for more than one-half of the school term of the district and less than nine-tenths of the school term, he shall apportion only twenty-five dollars: *Provided, also*, that he shall apportion only twenty-five dollars for the teacher of any district in which the average attendance during the year preceding the apportionment has been less than fifteen pupils per day: *Provided further*, that he shall apportion one hundred dollars for each teacher whose salary is one thousand dollars or more per year: *Provided*, that he shall apportion fifty dollars for each teacher of any district that employs only two teachers, one of whom is colored and one white: *Provided*, that no teacher, principal, or supervisor, who is not paid by the school board from the public funds of the district shall be counted. After these teacher apportionments have been deducted the remainder of the state school fund to be apportioned shall be divided by the total number of days' attendance of all the pupils of the public schools of the state and the quotient thus obtained shall be called a pupil daily apportionment. The amount apportioned to each district shall be determined by multiplying this pupil daily apportionment by the total number of days' attendance of all pupils of each district: *Provided*, that the days' attendance on legal holidays and on days when the school is dismissed by order of the board to permit

teachers to attend teachers' meetings shall be determined by counting as present each pupil who was present on the last day the school was in session before such intermission. The clerk of each school district shall make a report to the county clerk between June 15th and June 30th of each year, showing the number of teachers employed, the total number of days' attendance of all pupils, the length of the school term, the average attendance, the number of days taught by each teacher, the salary of each teacher, and any other information that the state superintendent may require. The aforesaid report shall be sworn to before a notary public or the county clerk. The county clerk shall make a summary of all these reports and forward to the state superintendent of public schools, on or before July 15th, a report showing the total number of teachers employed in the county and the total number of days' attendance of all pupils in the county, the number of teachers employed for the full term, and the number for half terms, and the number whose salary is one thousand dollars or more per year, and such other information as the state superintendent may require. Any district clerk, county clerk, or teacher, who shall knowingly furnish any false information in such reports, or neglect or refuse to make aforesaid report shall be deemed guilty of a misdemeanor and punishable by a fine not exceeding five hundred dollars or imprisonment in the county jail for a term not exceeding six months or by both such fine and imprisonment. The state superintendent of public schools shall certify the amount so apportioned to the state auditor, also to the county clerk of each county, stating from what source the same is derived, which said sum the several county treasurers shall retain in their respective county treasuries from the state fund; the county clerks shall annually before September first, according to the same provisions hereinbefore stated, for determining the apportionment of the state school fund by the state superintendent of public schools proceed to apportion the state school fund for their respective counties; and no district, city, or town which shall have failed to make this report to the county clerk hereinbefore required, shall be entitled to receive any portion of the public school funds; and in making such distribution, each county clerk shall apportion all moneys collected on tax duplicate of any district, for the use of schools to such district, all moneys received from the state treasurer, and all moneys on account of interest of the funds accruing

from the sale of section sixteen, or other lands in lieu thereof to the district schools in the congressional townships, and parts of congressional townships to which said land belonged, and all other moneys for the use of schools in the county, and not otherwise apportioned by law, to the proper district: *Provided*, that all school moneys for the use of schools in any townships or parts of townships and all moneys for the use of schools in any county shall be apportioned upon the last enumeration on file in the office of the county clerk, except the state school funds, which shall be apportioned as hereinbefore provided; and he shall immediately after making such apportionment enter the same in a book to be kept for that purpose, and shall furnish the district clerks, and those of cities and villages, as the case may be, each a copy of said apportionment, and order the county treasurer to place such amount to the credit of the district, city, or town entitled to receive the same: *Provided*, that no school district which fails to levy a tax of forty cents on the one hundred dollars' assessed valuation, unless the assessment of a less amount, together with the moneys received from the public funds, shall amount to three hundred and fifty dollars for school purposes, shall receive any part of the public school moneys for the ensuing school year, and the county clerk shall omit such districts in the apportionment of the public moneys: *Provided further*, that no district, city or town that shall have failed to afford the children thereof the privileges of a free school for at least eight months during the year ending the 30th day of June previous to the said distribution, provided a tax of forty cents on the one hundred dollars' assessed valuation, together with the public funds, will maintain the same, shall be entitled to any portion of the public school fund for that year. This act shall take effect and be in force on and after the first day of September, 1911. (Session Acts 1911.)

APPENDIX C.

REQUIREMENTS FOR STATE CERTIFICATES IN 1912.

All examinations begin at 8 a. m., and subjects shall be taken in the order given below. Examinations in group and special subjects will be given on the second day.

In all cases where the holder of certificate from another state makes application for State certificate, the State Superintendent of such state will be requested to furnish a full copy of the record of the examination upon which said certificate was issued. No certificate from another state which stands for less than the requirements given below will be considered.

The demands upon the time of the State Superintendent are such that it is impossible for him to conduct private examinations. Do not ask them.

No teacher will be permitted to give more than two hours to any one subject. At least four subjects must be written in one day, unless fewer subjects will complete the examination.

Under no circumstances will persons not connected with the Department conduct State examinations. Do not ask it.

Applicants failing in any subject will not be given another trial, except at some regular examination. No grades below 80 will be recorded, but all grades of 80 or more will be held to the credit of the applicant for one year. Grades in the twelve elementary branches must average 90. All grades must average 85. All grades must be 80 or more.

A person holding a five-year certificate may have it reissued by passing on all subjects now required not included in the original, on all subjects included in the original on which the grade is below 80, and on an additional subject selected by the applicant. Summer school grades will be accepted in lieu of examinations in these subjects required for renewals.

No examination for life certificate can be taken until all requirements for five-year certificate herein set forth are met.

Requirements.—Each applicant must have had twelve months' experience as a regular teacher, and be examined in Orthography,

Reading, Grammar, Geography, Arithmetic, U. S. History, Civil Government, Physiology, Agriculture, Elementary Algebra, Literature and Pedagogy.

Applicants holding first grade certificates in force and issued prior to January 1, 1912, will be excused from eight of the above-named elementary subjects. The four subjects in which examination is required will be selected by the examiner at the time of the examination.

Applicants holding first grade certificates issued on grades made on papers read by the State Superintendent of Public Schools will be excused from all of the above elementary subjects.

For Five-year State Certificate the additional requirements are six subjects, to be selected by the applicant from the following groups of subjects, one from each of the first four groups and two from group V.

Group I.—Ancient History, Mediaeval and Modern History, English History and Government, American History and Government, Economics, and Sociology.

Group II.—Rhetoric, History of English and American Literature, History of English Language or principles of the English Language, Latin, (Caesar and Cicero), German (two years).

Group III.—Botany, Zoology, Physical Geography, Advanced Agriculture.

Group IV.—Physics, Chemistry, College Algebra, Plane Geometry, Solid Geometry and Trigonometry.

Group V.—Primary Teaching and Kindergarten, Elementary Course of Study (including organization of subject-matter and methods of teaching), Missouri School System and Laws (including the History of Education in Missouri), Supervision and Administration, the two current Reading Circle Books, and Elementary Psychology.

For High School Graduates.—Applicants who are holders of a first grade certificate and who are also graduates of a first class high school or of a preparatory school, whose graduates are admitted without condition to the Colleges having membership in the "Missouri College Union," will be excused from two of the first four groups. The applicant chooses the groups from which he wishes to be excused.

For Life Certificate.—Forty months successful experience as a teacher or superintendent, all the requirements named for a five-year State certificate, and an examination in one subject in English not taken for a five-year certificate, in Educational Psychology, in History of Education and one of the following requirements:

(1) Special in History: All of Group I, History of English Language, and History of English and American Literature.

(2) Special in Language: English History, Rhetoric, History of English Language, History of English and American Literature, and either four years of Latin, or four years of German.

(3) Special in Science: All of Group III, Advanced Physics, Chemistry and Advanced Biology.

(4) Special in Mathematics: Physics, College Algebra, Plane Geometry, Trigonometry and Solid Geometry, Analytical Geometry, and Calculus.

(5) Special Professional: Five of the following not taken for five-year certificate—Primary Teaching and Kindergarten, Elementary Course of Study (including organization of subject-matter and methods of teaching), Missouri School System and Laws (including the History of Education in Missouri), School Supervision and Administration, the two current Reading Circle Books, Elementary Psychology, High School Teaching (including course of study, methods and problems), Philosophy of Education, Manual Training, Music, Drawing, Domestic Economy, and Physical Culture and Expression.

Grades in the last five will be based one-half on the written test and one-half on other evidences of proficiency in the study and the teaching of the subjects. These evidences of proficiency may be filed with the examiner at the time of the examination or sent to the State Superintendent within ten days after the date of examination.

For College Graduates: A person holding a diploma of graduation from an institution having membership in the "Missouri College Union," or from an institution of equal rank in another state, or from a special professional school of high rank that prepares teachers of music, drawing, manual training, domestic economy or physical culture and expression, may receive a five-year certificate after an experience of twelve months by passing in pedagogy, psychology, and four of the elementary subjects to be se-

lected by the examiner. After forty months' experience this may become a life certificate by passing in Missouri School System, and History of Education.

There are no examination fees.

All applicants having previous credits should bring evidence of those credits with them.

WM. P. EVANS,
State Superintendent of Public Schools.

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